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Subtitling practice as a task for motivation enhancement and oral comprehension improvement in the acquisition of English as a second language and its viability in a learning unit

La práctica de la subtitulación como tarea para la mejora de la motivación y la comprensión oral en la adquisición de inglés como segunda lengua y su viabilidad en una unidad didáctica

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ABSTRACT

This research studies the effects of subtitling practice as a task to improve oral comprehension and enhance students' motivation. The task is included in a learning unit specifically designed for secondary students in the Spanish education system to find out their preferences and to test the feasibility of the integration of the task as a regular activity in language learning. Subtitling brings into the classroom the motivational component of ICTs, multimedia, and the use of authentic materials while it simulates real-life tasks in the classroom and promotes active and autonomous learning. Listening in second language teaching is a skill which has been neglected over the years and is still not dealt with in a motivating way in the classroom. Besides, there is great amount of research carried out on the effects of watching captioned videos in the acquisition of language skills, but the area of subtitle production as an effective educational tool is still unexplored. The findings show a tendency among students to consider subtitling the most motivating activity. The integration of subtitling in a learning unit intends to cater for all students' needs and learning styles and to keep a balance among the treatment of all the skills. The outcome of the study enhances the need for further research to find conclusive results on the improvement of oral comprehension, gives clues for the improvement of the learning unit and provides suggestions for further research on the effective use of subtitling practice as an educational tool.

Key words: Audio-visual translation (AVT), listening, subtitling practice, task-based approach, motivation, secondary education, English as a second language, learning unit.

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1. INTRODUCTION

This dissertation focuses on a research carried out with 4th year of ESO students to find out if there are any significant differences on the effectiveness of practicing subtitling videos with intralingual subtitles in L2 as an in-class task over other regular listening activities in the improvement of listening skills. It also intends to find out any differences in motivation between both groups according to the type of activity performed. Furthermore, another purpose of this research is to bring real-life activities into the classroom and to evaluate the viability of subtitling activities into the actual teaching context by incorporating subtitling as a task in the design of a learning unit.

Firstly, the purpose, justification of the study, and the research questions and hypotheses can be found in the following sections.

In the background section, an explanation of the theoretical framework is provided focusing on the evolution of the importance of the listening skill, an overview of Communicative Language Teaching and Task Based Language Teaching as the main methodology used in the design of the learning unit, as well as an outline on the effects of subtitling in language acquisition and learning, and the most relevant findings on subtitling as a task. Besides, a justification of the adequacy of the research in the Aragonese curriculum is provided.

A previous study to this research revealed the need to improve motivation and the treatment of the listening skill in the classroom, therefore, in the Baseline data section, the method of data collection, the findings, and interpretation of such data are presented.

Subsequently, the research section provides a description of the participants in the first place and the methodology followed next. In the methodology part, an explanation of the procedure, the materials used, and the instruments of data collection is provided. In the last part, an explanation of the main problems encountered is presented.

For the presentation of the results, a comparative analysis and interpretation of the results from the tests is provided first. The analysis of the results from the survey can be found in the following subsection. The last part of this section provides an interpretation of the results obtained from all the data collected.

Finally, a series of suggestions to develop a new research according to the findings and the results obtained from the study are presented before the conclusion.

1.1 Purpose

The purpose of this research is to find out whether subtitling practice in the classroom is more effective in the improvement of the listening skills than regular listening activities which include pre and post viewing as well as different central listening activity types such as general comprehension questions, fill in the gaps, true or false sentences, correcting the mistakes and organizing sentences. The reason for including pre and post tasks is that subtitling practice is more time consuming and, as both the control and experimental groups were doing the activities at the same time in the same classroom, the activities related to the videos were designed so that they would view the same number of videos.

Both types of activities were designed to be performed by using a computer to carry out each task. Therefore, another aim was to find out whether an increase of student's motivation takes place due to the nature of the task as well as by being more active and independent in the listening task by means of ICTs according to student's perceptions of the activities performed.

Besides, another purpose of the research was to include subtitling practice as a task in a learning unit in order to normalize this type of activity in the classroom rather than being an occasional activity and demonstrate that AVT- based activities on subtitling can actually be developed and designed in actual teaching contexts.

Notwithstanding, it must be pointed out that the purpose of this study was not to test the acquisition of vocabulary through subtitling, but the improvement of oral comprehension since the language learner might understand the written word or be able to pronounce it but when presented with an oral text, they might not be able to distinguish the words in the speech chain.

1.2 Justification of the study

The advantages of the subtitling practice, as will be further explained in the [theoretical framework](#), concern an improvement in oral comprehension in general; motivation enhancement due to the nature of the task (creation of subtitles); the use of ICTs and active methodologies; encouragement of autonomous learning; and the possibility of working with authentic audio-visual materials which provide cues in the understanding of the oral text as well as a better retention of vocabulary.

The reason why this research has been carried out is that the listening competence is of key importance for effective oral communication to take place, but one of the most difficult skills to acquire by English learners.

As will be outlined in [the evolution of the importance of oral comprehension](#), listening is a skill which has been neglected in the foreign language classroom over the years and, as the analysis of the group's textbook shows (see [data collected](#)), it is still not dealt with in a motivating way even though this skill has gained importance due to the increase of the use of ICTs, the popularization of the Internet and the increasing importance of global communication.

Besides, there is a need for a more effective way of teaching the listening skill in the classroom by making a better use of the ICT resources available and designing more effective and motivating tasks. This would be in line with Dörnyei's theory (1994, p. 281) on motivation, referring to the course-specific motivational component, factors such as interest and involvement in tasks, relevance (connection to personal needs), and attractiveness of the course content (authentic materials, visual aid, and exotic materials). In addition to this, Díaz Cintas (2012, p. 105), claims that the type of task seems to be appealing to students since it is new and different, and its practical nature imitates a professional activity in a multimedia environment.

Subtitling can help learners become more aware of the changes in pronunciation in connected speech and reduce anxiety towards listening in a foreign language by getting used to listening more closely to videos if allowed to complete the activity at one's own pace (stopping and replaying the video when needed).

Furthermore, most of the research found on subtitling focuses on the improvement of oral comprehension and the acquisition of vocabulary by viewing subtitled videos, not by producing subtitles as an in-class task. Díaz Cintas (2012, p. 105) states that the studies carried out on the pedagogical value of subtitles have increased in the last decades but most of them only focused on subtitling from a passive perspective. Besides, the few studies available on subtitling practice have not been tried out in the ESL secondary classroom in Aragón.

Regarding CLT and TBLT on *learning by doing*, Talaván (2010, p. 291) states that "subtitling a video clip encourages learners to play a very active role, offering them a semi-professional result that can be immediately checked and shared with other students, teachers and indeed almost anybody through the world wide web".

Díaz Cintas (2012, p. 97) justifies the use of video for learning a foreign language as, on the one hand, it resembles the way in which the language is acquired in L1 since listening to the mother tongue is a milestone in L1 acquisition and, on the other hand, he claims that it is a source of input of linguistic (regional accents, intonation) and paralinguistic (gestures, body language) cues as well as a way to witness how natives interact.

1.3 Research questions and main hypotheses

This dissertation and research aims at providing an answer to these main research questions:

Is subtitling practice more motivating and effective in the improvement of the listening skills than regular listening activities? Is it feasible to include it in a learning unit for secondary education?

The starting questions show three hypotheses to be studied.

H1: Subtitling practice might be more effective in the improvement of oral comprehension than other listening activities.

H2: Subtitling practice can be a motivating activity for Spanish students learning English as a second language in compulsory secondary education.

H3: Subtitling-based tasks can actually be carried out in the classroom and its inclusion in the designing and programming of learning units for secondary education is feasible.

2. BACKGROUND

2.1 Theoretical framework

2.1.1 *The evolution of the importance of oral comprehension in ESL*

The methodology in language teaching has changed over the years and so has the importance given to the listening skill, influenced by the approach to language acquisition and the purpose of learning a foreign language at the time.

Helgesen (2003, p. 25) points out that “historically, learning a language meant learning to read and write. Listening was virtually ignored”. Brown (2007, p. 18), adds that “languages were not being taught to learn oral/aural communication”. It was not until the late 1800s that the listening skill gained importance with the necessity to teach children foreign languages, thus, Gouin’s Series Method was created (Helgesen p. 25).

Furthermore, the Direct Method and the Audiolingual Method prioritised oral communication rather than written communication, therefore, listening gained great importance.

Brown (2007) lists a series of “Designer” methods which appeared in the 1970s, from which, regarding the listening skill, Krashen and Terrell’s theory “The Natural Approach” focuses the most on listening as “comprehensible input is essential for triggering the acquisition of language” (p.31).

In the 1970s, the Notional Functional Syllabuses appeared but “it was not a method which would specify how you would teach something; it was a syllabus... while it was clearly the precursor of Communicative Language Teaching” (Brown, 2007, p. 34). Hence, with the emergence of CLT, listening gained great importance since, if interlocutors cannot understand each other in an oral conversation, it is impossible for communication to take place.

As Talaván (2010, p. 195) summarizes, in accordance to the brief historical evolution presented above, the oral comprehension skill was neglected, and it might have been so due to the intangible nature of the mental process and its difficulty to carry out research and find effective methodology. She also points out that the importance of the listeners’ role might seem passive but is a crucial part in the conversation as the

communication process goes both ways and depend on one another to contribute to the communicative act (p. 197).

With the improvement of technology and its accessibility both inside and outside the classroom, video materials have become more and more popular in language learning and teaching. “Traditionally, two main uses of video have been distinguished: instructional video, specifically created to teach foreign languages, and authentic video materials, such as films, TV series, commercials, etc.,” (Talaván, 2007, p. 5). Therefore, providing students with authentic video materials helps them “profit more efficiently from this type of input, given its presentation of real (not manipulated) and complete communicative situations, that is what learners really need in life” (p. 5)

2.1.2 CLT and TBLT

Being aware of the limitations of subtitling as an isolated task to comply with the principles of CLT and TBLT, and the current regulations in education, the purpose of its inclusion in a learning unit is to prevent its use in the classroom from being only an occasional task. This dissertation advocates to include this activity in a learning unit aiming at making language teaching more motivating and oral comprehension more effective and contribute to enrich a learning unit by providing opportunities for active learning, meaningful use of ICTs which other type of activities do not provide.

The decision to choose real videos to deal with the topic of Human Rights, as well as creating subtitles as a professional would do, is in line with the earliest postulates of the CLT approach which were characterised “by authenticity, real-world simulation, and meaningful tasks” (Brown, 2007, p. 45).

Besides, since CLT advocates to “facilitate lifelong language learning among our students, and not just with the immediate classroom task” (Brown, 2007, p. 46), listening to videos and creating subtitles encourages learners to watch videos and/or subtitle them (e.g. fansubbing) outside the classroom.

Brown (2007, pp. 46-47) lists seven characteristics of the CLT approach: overall goals, relationship of form and function, fluency and accuracy, focus on real-world contexts, autonomy and strategic involvement, teacher roles (as a facilitator) and student roles (as an active participant).

Hence, the teacher provides the students with the materials for them to actively complete the tasks and serves as a guide to clarify meaning and give feedback. The fact

that the activities are done at the computer at the students' own pace gives them autonomy and opportunities to develop their own strategies. The materials are contextualized, especially by its inclusion in the learning unit, and students are encouraged to use the language in a receptive and productive manner. The variety of activity types maintain a balance in the focus on fluency and accuracy. Even though the experimental group's task focuses more on receptive skills, as the task requires to write down what is said in the videos, the variety of activities provided in the whole learning unit proposed allow them to deal with productive skills relating them to the task. Furthermore, the learning unit also provides opportunities to focus on both form and function by inductively extracting the meaning or form from the language samples provided with the teacher's guidance and to further practice them in other activities.

Brown (2007, p. 50) compiles Shekan's definition of task with the following characteristics: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; the completion of the task has some priority; and the assessment of the task is in terms of the outcome.

According to these characteristics, the task proposed for practicing the creation of subtitles fits the definition as it is presented as a problem students have to solve (the subtitle files have been lost and they need the students to do them again), it is a real-world activity since it imitates a professional job; meaning is primary (they have to provide a comprehensible and communicative outcome for people to understand the visual text (e.g. deaf people)); the activity needs to be completed, otherwise there would not be any outcome and; the task is assessed according to the outcome (the text for the subtitles).

2.1.3 Research on subtitling

Audio-visual Translation (AVT) started to gain importance from the mid-twentieth century. There are many different modalities of AVT and a great amount of research has been carried out to study its benefits in language learning. Yet, not so much has been studied about the creation of subtitles as a task, which is the purpose of this study, and will be analysed next.

First of all, a brief explanation following Talaván's classification (2007, p. 6) of the "different types of possible combinations between audio and subtitles" is provided since it gives a variety of options to choose from in the inclusion of subtitling in language learning.

-Interlingual subtitles/standard subtitles: L2 audio and L1 subtitles.

-Bimodal/intralingual subtitles: L2 audio and L2 subtitles.

-Reversed subtitles: L1 audio and L2 subtitles.

Given that this research focuses on the production of intralingual subtitles in students' L2, Caimi's article (2006) is of key importance since it studies the manner in which reading, and listening are improved while self-confidence increases. She points out that the purpose of intralingual subtitles must be accurate "because if there is no biunique correspondence between spoken text and written text, comprehension is undermined, and students' feedback is exposed not only to phonological and orthographic inaccuracies but also to semantic confusion" (p. 90). Hence, the purpose of this research is that students make the exact transcription of what they hear, for them to be more aware of phonological and orthographic aspects, while they learn vocabulary and improve their comprehension in connected speech.

Taking the argument from Díaz Cintas (2012, p. 97) in that the use of video resembles first language acquisition due to the association between sound and image, Talaván (2007, p. 7) adds that "the mnemonic power of images is enhanced by the presence of sound and text together".

Caimi (2007) refers to the motivational component of the use of multimedia resources in the classroom by alluding to Kearsley and Shneiderman's engagement theory as "technology can facilitate the learner's engagement in ways which are difficult to achieve otherwise" (p. 62). This is in accordance to this dissertation's claim on the motivational component of the use of subtitling software by students.

Bianchi and Ciabattioni (2007) compare the outcomes in learning when viewing videos with interlingual subtitles, intralingual subtitles or only video listening in a computer environment. After each clip, participants were required to complete a multiple-choice test. They were allowed to review the clips at their own pace if they wanted to check their answers. The intention was to

"simulate a scenario of an adult intentionally watching a film as a means of learning English. In such scenario, some more motivated and systematic learners would go over the same scene more than once if they felt they had not grasped or understood once or more words or utterances". (p. 74).

This experiment allows participants to work at their own pace in a computer environment and so does the research for this dissertation. The difference is that by making students create the subtitles, if they do not understand a word, it is not optional not to review the video, and thus, they are forced to pay more attention to the audio. Hence, the vocabulary, syntax and pronunciation of such words would be more likely to be retrieved due to the effort made.

Regarding the effects of subtitling in foreign language acquisition, a study carried out by the European Commission in 2011 is justified by the results obtained in a previous study on Multilingualism in 2008. This study revealed that “the media can be a rich source of informal language learning” (2011, p. 4). The study establishes a distinction between subtitling countries and dubbing countries. The results found were that there exists “a relation between the practice of subtitling in countries and high levels of language skills” (p. 26). Furthermore, the study also concluded that “subtitling can raise awareness and provide motivation for language learning, in both formal and informal contexts” (p. 26).

In addition to this, Almeida & Costa (2014, p. 1236) point out that “it seems that viewers prefer whatever method they were originally exposed to and have grown accustomed to”. Hence, there is an extra reason to introduce subtitling in the classroom either by subtitled videos or by creating subtitles, especially in dubbing countries, as is the case for Spain, so that students minimize their rejection toward subtitled videos and are encouraged to use the resources available outside the classroom.

2.1.4 Subtitling practice in foreign language teaching

As mentioned above, regarding the use of subtitles on AVT, the research focus has been mostly on the benefits of the use of subtitled videos, be it intralingual or interlingual subtitles, and little attention has been paid to the creation of subtitles by the learners. This subsection compiles the most relevant investigations carried out in this specific area of AVT for the purpose of this research.

Diaz Cintas (1995) manifested the potential of subtitling as a teaching technique encouraging language teachers to include it in their lessons. It was designed for future translators and proposed the production of interlingual subtitles. Instead of using ICTs (possibly due to lack of resources available back in 1995), he provided students with a template in which they had to fit in the subtitles following the guidelines for professional subtitlers.

Talaván's work is also of key importance, not only in the study of subtitling in L2 but also on the practice of subtitling in the learning of English as a second language in Spain. Her article (Talaván, 2006) proposes the creation subtitles in L1 or L2 for a video on the target language by means of a specific subtitling software. She classes such activity as "a novel and truly profitable way of acquiring foreign languages" (p. 41). Regarding motivation, she points out that "the ludic character of this activity is expected to highly increase the motivation and participation of learners" (p. 47).

Another proposal for the production of subtitles by the students comes from Sokoli (2006) by the presentation of Learning via subtitling (LvS), a subtitling software specific for learning purposes which allows instructions from the teacher to be shown on its interface. Besides, there is the option to include certain words in the subtitle slot in order to adapt to the students' level.

Talaván (2010) presents a study comparing the effectiveness of subtitling as a task to listening to videos without subtitles first, and then with the support of subtitles afterwards. The results revealed an improvement on the listening skill for both groups but the group which produced the subtitles obtained better average results (7.3) than the control group (5.9).

Lertola (2012) conducted a quasi-experimental study with Italian students in a similar way to the one carried out for this dissertation but focusing on vocabulary learning by comparing a non-subtitling group with a subtitling group but involving translating from L1 to L2.

2.1.5 *The Aragonese curriculum*

The activities proposed in the learning unit are in line with the current regulations in Aragón, *Orden ECD/2016 de 26 de mayo*, which follow the national education law, LOMCE: Ley Orgánica 8/2013.

One of the most outstanding features of the learning unit is that it covers many cross-curricular contents required to be dealt with in the curriculum (art. 11). Since such contents must be dealt with along the ESO stage at any time and in different subjects, it is not clear whether they are tackled in at least one subject or are left to be dealt with in other subjects. The main cross-curricular contents covered are the topic of Human Rights and the use of ICTs. The treatment of HHRR in the unit covers other cross-

curricular contents related to it such as gender equality, no discrimination, etc. For further explanation refer to cross-curricular contents in [appendix A](#).

In addition to this, the general methodological guidelines (art. 12) are also dealt with regarding differentiation, attention to multiple intelligences, motivation enhancement, significant learning, creativity and critical thinking among others. For further explanations refer to [appendix A](#).

In Annex I in the aforementioned law, there are further methodological guidelines. And Annex II includes the specific guidelines for the subject. A justification of the adequacy of the unit to these regulations can be found in [appendix A](#).

Regarding the contents covered and evaluation criteria followed in the proposed unit for 4th of ESO students, detailed information is provided in the tables from [appendix A](#).

3. BASELINE DATA AND PRELIMINARY RESEARCH

An analysis of the way the listening skill was dealt with in the textbook and classroom was done to gather data before the research was carried out. The methodology, results and interpretation can be found in the following subsections.

3.1 Method of data collection

The data were collected in two different ways. The use of ICTs and how the listening skill was dealt with by the teacher both in the ICT classroom and in the regular classroom was collected through observation.

On the other hand, the integration of the listening skill in the textbook was thoroughly analysed as can be seen in the table in [appendix B](#), which is a checklist that serves to quantify the amount of time, recordings and percentage in the unit dedicated to each activity. The items included are based on Brown (2007) and Helgesen (2003).

The unit analysed was selected randomly and once the checklist was designed, the analysis of the unit was carried out according to the data.

3.2 Data collected

In the classroom analysis, it was observed that in the ICT class, students accessed links to different websites provided by the teacher in which they did online activities, mostly for revising the grammar and vocabulary taught in previous lessons. There were no listening activities provided.

In the regular classroom, the teacher projects the digital version of the book and follows the activities from it. Other activities provided by the teacher during the observations were not related to the listening skill.

Regarding the textbook, the analysis showed that, among all the recordings in the unit studied, only one activity included pre and post listening activities, and that the listening activities as such were not analysed deeply by stopping the recording in chunks or reading the transcription so that students could check those words they had not understood. The recordings belonging to the listening section were played twice only to complete the activities provided (one listening per activity). Besides, 20% of the listening time was dedicated to re-read the texts provided in the reading section.

Furthermore, some of the recordings were only for “listen and check” or “listen and repeat”.

3.3 Interpretation

Students seem to like the lesson in the ICT room as it is more relaxed since they can work at their own pace at the computer with their partner. The activities are based on grammar and vocabulary revision which could be completed in the classroom without the need of a computer. Yet, there is something about the use of the computer which the students find more motivating in doing the activity by using a mouse rather than a pen. Therefore, the use of ICTs seems to increase motivation among students.

As the teacher follows the book for playing the recordings, the analysis of the textbook was necessary to find out the way in which the skill is dealt with. The most important findings are that the listening skill is not really integrated with the other skills, not even speaking, which is the most closely related to it for being the other oral skill. The fact that there are no pre and post listening activities (except in one case) looks like a wasted opportunity to involve students in the activity and provide output opportunities.

Another main finding from the analysis revealed that the materials used are not authentic but designed for learning purposes, which proves the lack of inclusion of CLT theories in the textbook regarding this skill.

Therefore, a better design of the activities, the use of authentic materials, a more active analysis of the recordings/videos and the inclusion of listening tasks performed at the computer could have a positive impact on the improvement of both oral comprehension and motivation and would allow to cater for a wider variety of learning needs and styles.

4. MAIN RESEARCH

4.1 Participants

The students who took part in the research are 4th of ESO students from Jerónimo Zurita High School in the centre of Zaragoza. They belong to the same group and the experimental and control group was formed by dividing the class. Therefore, both groups did the activities at the same time in the same classroom.

The students in the high school are heterogeneous and have different socioeconomic backgrounds. The neighbourhood's population comprises 21.50% of migrants from more than 68 different countries, being the highest percentage from Romania (31), Ecuador (15%), Colombia, China and Morocco (5%) and Gambia (3%). There is a total amount of 687 students and the high school offers compulsory secondary education (ESO) and upper secondary education (Bachillerato).

The group chosen takes part in the French bilingual program. They have four lessons of English a week, one of them in the ICT classroom. There are 25 students in the class, but during the investigation there were two French students from the exchange program in the classroom.

The students who take part in the bilingual program are usually better performance students, as there are admission requirements. Yet, some students were placed in this classroom due to distribution reasons, as they arrived once the course had already started. Therefore, the group is heterogeneous both in level and socio-economic background. Apart from this, it must be pointed out that the general behaviour of the students is good due to the year they study and due to their academic motivation.

4.2 Methodology

Given the data collected, the research was designed to assess the effect of subtitling practice in motivation and oral comprehension in the ESL classroom by creating materials in line with CLT and TBLT theories and the current regulations on education as well as by making use of the ICTs available in the school.

4.2.1 Procedure

A learning unit on Human Rights (see [appendix C](#)) was designed to see whether subtitling practice tasks could be effectively integrated in actual secondary teaching

environments, and to pre-teach both groups the vocabulary related to this topic as the videos selected were about Human Rights. For the control group a set of handouts was designed for students to complete (see [appendix D](#)).

The videos on Human Rights were found on [Youth for Human Rights website](#) and thought to be appropriate in length and content as well as for the visual aid provided. To choose the most appropriate videos (seven in all, one of them optional for fast finishers), a table was designed (see [appendix E](#)), and the key words and content words were written down to classify the videos according to their difficulty and to discard those which were only visual.

Since there was only one group available to carry out the research, two groups among the students in the same class were formed. Yet, the fact that the participants were in the same class, at the same time, taught by the same teacher and using ICTs at the same time would minimize the presence of extraneous variables. The experimental group (**subtitling group**) was provided with the videos and the software to subtitle them. The control group (**listening group**) was provided with the same videos and the handouts.

In order to measure students' learning, a pre-test and a post-test were designed (see [appendix F](#)). The tests were the same for both groups and were done at the same time. The pre-test took place before starting the video activities and after having three lessons in the regular classroom to introduce the subject and pre-teach the vocabulary included in the learning unit.

The participants started the activities after the pre-test was completed and after they were given an explanation on how to use the software. The control group was provided with the handouts for the regular listening activities.

The post-test was carried out after the video activities at the computer took place, which were scheduled for two whole lessons plus the remaining time of the lesson in which the pre-test was collected.

Apart from the pre and post-tests, a survey was designed (see [appendix G](#)) to collect data about the students' perception toward the activities, on the one hand, and, toward the student-teacher's performance, on the other. The students answered the questions after the post-test was done.

4.2.2 *Materials used*

The listening materials available were a set of thirty videos made by the organization *Youth for Human Rights* which explain each human right in less than one minute.

The software used for subtitling is *Media Subtiter* and was chosen due to its simple interface and because it is very easy to use (the timing is set with each mouse click and the current subtitle line moves to the next one automatically).

The topic to be included in the learning unit was on Human Rights and was chosen since it is required to be taught as a cross-curricular content in the National Curriculum. The content was thought to be appropriate and, the group of 4th of ESO students. The main activities intended to make the topic more motivating, especially the introduction with the analysis of the song.

The handouts (one per video) provided to the control group included pre and post-viewing activities as well as varied listening tasks such as true or false, gap filling, correcting the mistakes, organizing sentences, and comprehension questions as central activities. The pre and post viewing activities were provided to balance the timing with the subtitling group since subtitling is, by far, more time consuming.

4.2.3 *Instruments of data collection*

4.2.3.1 *Pre-test and post-test*

Both tests were designed as similarly as possible to avoid extraneous variables. Two different videos which explained Human Rights were extracted from YouTube. A transcript of each video was done, and the matching key words and chunks were turned into bold. Then, by using a video editor, such chunks and other sentences in which the key words were found were isolated. Then, the audio was extracted to avoid the clues from the images in the video. Each sentence or chunk was repeated three times and a countdown would appear on the video from 10 to 1 after each sentence. Therefore, students had 30 seconds in all to write down what they could understand.

In the pre-test, there was a total amount of 18 sentences and in the post-test, there were 16, being the latter's speech slightly faster. In order for students not to mistake the sentences, each time the sentence was played, there appeared "sentence X" on the screen and then the countdown so that they knew how long they had left to write what they had heard and when they would hear the following chunk.

4.2.3.2 *Survey*

The survey was divided into two parts. The first part included questions on the learning unit and aspects on the activity carried out. There was a total amount of 7 questions. The last one was discarded since students were given the printed questionnaire and chose more than one item in the same row, which was not allowed to in the digital form. The first two items asked students about the appropriateness of the unit (content and level) and, the third item about their willingness to repeat the same kind of activity in other units. The answers were to be provided in a 1-5 scale, being 1 the least satisfied and 5 the most.

The students were also asked three open questions so as to find out which activities they considered more and less motivating, why and how they would change them, as well as which one they considered to be the most useful for them to learn.

The second part of the questionnaire focused on the students' perception on aspects regarding the student-teacher performance during the implementation of the learning unit. There was a total amount of eight questions regarding aspects such as satisfaction with the teaching style, planning and way of implementing, attention received, and general rating for the teacher.

4.3 Problems encountered

The research planned was expected to last 9 lessons but due to a change in the schedule (ten students in the class were leaving on an exchange program), the research had to be done earlier than expected and for less lessons than intended in the first place. Therefore, lessons 5, 9,10 and 11 were not taught in the classroom and, thus, students did not evaluate these activities. Yet, they have been included in the unit to cover all the skills appropriately, since it is one of the claims to include subtitling in a teaching unit.

The school had a trolley full of netbook computers (one per student) which could be used in the regular classroom, but the technician informed that they were outdated and so could not be used. The solution to this was to book the computer room for the lessons needed, which implied asking other teachers to allow to use the ICT room in their class.

The problems encountered in the ICT room were that some of the computers did not work, did not read the USB provided to transfer the videos, or the headphones did not work in some of them.

As the problem with the computers remained in the following lessons, the students who were doing the listening activities were moved from the computers to the desks facing the screen to complete the activities with the teacher's guidance, rather than at the computer.

5. ANALYSIS OF RESULTS

5.1 Results from the tests

5.1.1 The mean

The data collected regarding the mean for the results obtained in the pre-test and post-test for each group can be seen in the table below:

MEAN	Pre-test	Post-test	Difference
Listening group	48.972	49.491	+0.519
Subtitling group	51.718	52.596	+0.876
Difference	2.746	3.105	

Table 1

The listening group obtained the lowest result in the pre-test and post-test but both groups obtained better results in the post-test. The listening group improved 0.52% on average whereas the subtitling group improved 0.87% on average. Therefore, the subtitling group improved 0.36% more than the listening group.

5.1.2 The median

Table 2 below shows the results regarding the mean for the pre-test and post-test for both the subtitling and listening groups.

MEDIAN	Pre -test	Post -test	Difference
Listening group	47.99	47.88	-0.11
Subtitling group	41.9	53.39	+11.49
Difference	6.09	5.51	

Table 2

The results obtained from this analysis are not in accordance to the ones obtained in the calculation of the mean.

The listening group obtains worse results in the post-test than in the pre-test (-0.11), which contradicts the results showed by the mean (+0.52).

On the other hand, even though the subtitling group also improves, the difference is much higher. According to the median, it improves (11.49) whereas according to the mean (0.88).

5.1.3 Standard deviation

The results for the standard deviation can be seen in table 3:

STANDARD DEVIATION	Pre-test	Post-test	Difference
Listening group	24.07	19.32	-4.75
Subtitling group	23.91	22.97	-0.94
Difference	0.16	3.38	

Table 3

The listening group had the highest deviation from the mean of all in the pre-test but the lowest in the post-test, making a difference of 4.75 points out of 100 between tests.

On the other hand, the subtitling group was more stable in its results between tests, having a difference of 0.94, being the deviation lower in the post-test than in the pre-test. Therefore, the results are more homogeneous inside the group in the post-test.

5.1.4 Probability

The results from the analysis that the probability could be due to chance is presented in the following table:

	Between tests	Between groups	Among cells
P	0.9208	0.6568	1

Table 4

Given that for the results to be statistically significant, the probability should be lower than 0.05, the results are higher for both, the results obtained between tests and between groups.

The results obtained between the groups are more significant than those obtained between the tests.

The result obtained among cells, shows even a higher probability that the results are due to chance.

5.1.5 Evaluation

At first sight, the data obtained by the means' analysis show that students improve in both type of activities, being the subtitling group the one which shows better results in both tests, and its improvement is 0.36% higher than the listening group.

Another aspect that the mean reveals is that the average scores are very low. The subtitling group scores slightly over a pass and the listening group scores slightly under. This means, on the one hand, that the level of the activities was over the average level.

On the other hand, the median from the listening group shows that the result from the post-test is worse than in the pre-test, although the difference is not big (-0.11). In contrast, the results obtained from the median in the subtitling group is the opposite: the post-test performance is 11.49 points higher than the pre-test.

Hence, the median analysis might not seem reliable at first sight as it is not consistent with the results given out by the mean, yet, it can be an indicator that the mean's results are the ones which are not reliable, as a closer look at the individual results from the students in each test show that some students do obtain lower marks in the post-test in both groups. Besides, there also exist big differences in the results from one test to another, which do not stand given that only two lessons were provided between one test and the other.

The standard deviation also shows different results regarding the groups as the listening group has more extreme results than the subtitling group. It could also be interpreted that after the activities took place, as the standard deviation was lower for both in the post-test, that the realization of the activities made the group more homogenous in terms of the knowledge and oral understanding of the key words taught in the unit but, given that the study only took place in seven lessons and that the pre-test was done at the beginning of the fourth lesson, as during the first three lessons both

groups were doing the same activities together in the same class, the results are very likely to be due to chance as the probability analysis shows.

5.2 Results from the survey

The graphics for each question from the survey can be found in [appendix H](#). In table 5 below the results from the first three questions in the survey are presented. To better quantify the results, the corresponding percentages are shown for the mean, the median and the standard deviation for both the control and experimental groups.

	EXPERIMENTAL GROUP (SUBTITLING GROUP)			CONTROL GROUP (LISTENING GROUP)			Probability
	Mean	Median	Standard deviation	Mean	Median	Standard deviation	
1. The level of the activities was appropriate according to my previous knowledge	77.5	80	12.4	63.6	60	8	0.00084579
2. The content of the activities was appropriate according to my age and academic year	85	80	11.6	81.8	80	14	0.27077243
3. I would like to do this type of activities in other units	63.8	70	23.2	63.6	60	23.4	0.49510028

Table 5

The results obtained by the mean show that the experimental group considers the materials to be more appropriate in level, showing a difference of almost 14 % between the groups. The results obtained by the median corroborate such results and show even a higher difference (20%). A look at the results shown by the standard deviation show a higher deviation in the experimental group, which means that the groups' opinions are more heterogeneous, whereas the control group shows a lower deviation (8%), which means that the result obtained by the mean is more representative of the group's general opinion.

Regarding the appropriateness of the content, the results obtained from both groups show more similar results, being the median the same (80%), and the difference

between the means of only 3.2%. In both cases, the mean is over the median, which means that some students give very high ratings and bring up the mean's result.

As opposed to the question about the level of the activities, the standard deviation is higher for the control group, which shows a higher variety of opinion in that group. The standard deviation obtained from the experimental group is very similar to the result obtained from the previous question about the level. Yet, it must be pointed out that both groups rate the content more appropriate than the level of such activities being the control group the one which shows the highest difference in their opinion: 18.2% over 7.5%. This result is revealing in the way that, even though the topic might sound boring for dealing with in a classroom with teenagers, they acknowledge it is something they should learn and therefore do not show negative feelings toward the topic *per se*, but what would show negative feelings toward the activity in general is the difficulty perceived, which is higher for the control group.

The third question asked students if they would like to carry out the activity again. The answers from both groups are almost the same regarding the mean but the median shows a difference of 10%, being the experimental group the most satisfied with the activity. Compared to the previous questions, it seems that even though students believe the topic of the unit to be appropriate, both groups agree about wanting to do the activity again in approximately 63%. It must be pointed out that the answers to this question show the highest standard deviation of the three questions, being very similar in both groups (22.3 and 22.4). This reveals that the opinions toward the activities are very different among the students inside each group but showing a similar level of attitude toward the activity between groups, which makes the opinions inside the groups heterogeneous but more homogeneous from one group to the other.

The results for the most and least motivating activity and most useful activity are presented in tables 6, 7 and 8, followed by an analysis and interpretation of the answers. It must be noted that some of the students mentioned two activities and therefore, were also included in the tables and, on the other hand, some students left the question unanswered, which is why the number of answers does not match the number of students in each case.

Most motivating activity	Subtitling	Watching videos	The song	The vocabulary	Handouts	Work at computer	None
Listening group		5	1				
Subtitling group	9	3	1	1	2		2

Table 6

The answers from both groups (see question 5 in [appendix H](#)) show a tendency to find the activities involving watching videos more motivating but a higher percentage liked subtitling the most (56.25%) as opposed to simply watching the videos (45.45%).

The listening group provides shorter answers, does not justify their answer or states that would not change anything.

The subtitling group gives longer answers, some of them include more than one motivating activity apart from giving a longer justification. A student who did not find anything interesting said that s/he would change the topic; another student who liked subtitling the most points out that the only downfall was the problem with the functioning of the computers. The only student who liked the vocabulary activities the most justifies it because they allowed students to participate more. Those who liked subtitling the most comment that they realised they knew more than they thought, that it was hard but satisfactory to see that what they wrote matched what they could hear from the video.

The following table shows a compilation of the activities which students found the least motivating. The real answers provided by the students can be found in question 6, [appendix H](#).

Least motivating activity	Subtitling	Video handouts	Unit handouts	In-class videos	The song	Tests	Group/pair work	The reading	Conditional sentences	None	All
Listening group	x	1	1	1			1	1	2		
Subtitling group	3	x	2	1	1	1		1	1	4	1

Table 7

The answers are more varied than for the most motivating activities. The listening group, again, provides shorter answers, two of them being “I don’t know”. Only one of them says that s/he did not like the video activities. Another one says that s/he did not like working in groups because s/he has to do all the work, and that nothing can be done about it. Two of them did not like the activity for making conditional sentences and/or the reading and the first handouts (the learning unit). Both students who did not like the conditionals suggest changing the topic.

From the subtitling group, two of the three students who say they found subtitling the least motivating, give justifications. One states that it was the first time s/he did it, that it wasn’t a bad experience but it was hard. The other one says that it was a good idea and that even though the quality of the video and audio were not good, with different and varying topics and sources, the activity would be better. Therefore, even though they classed subtitling as the least motivating activity, they suggested that it could be improved to be motivating. The one who did not like reading, says it is because they do it in class every day, therefore, it shows that students are willing to do different things. Another student who says s/he did not like the listening activities (referring to the tests) because s/he cannot stop them when s/he wants to, and they are too fast. This also shows the advantage of subtitling for students to work at their own pace.

The following table (table 8) shows the answer to the third open question about which activity they found more useful for learning.

Most useful for learning	Subtitling	Video handouts	Unit handouts	In-class videos	The song	Tests	The readings	all
Listening group	3	4				2		
Subtitling group	8		1	3		1	1	1

Table 8

For this question, the answers given by the subtitling group were more complete and justified although shorter than their previous answers. The activity found the most useful is subtitling. In some of the answers they include also listening to the videos. Some students from both groups (three in all) mention the pre and post-tests as useful for learning and one mentions that it was not accountable for evaluation. From this

comment, it can be inferred that the way to evaluate can influence the student's feelings toward the subject if it is unfair. One of the students find the reading of the Declaration of Human Rights the most useful but some of them found it the least motivating in the previous question. Another one found the learning unit handouts the most useful.

From the listening group, there are few answers and some of them are not clear since two of them mention the tests as the most useful, but other mention the videos/listening the most useful although they include the word subtitling in it, even though they did not practice this activity. Therefore, it might be the case that they consider the activity to be the most useful without having tried doing it.

The findings from the analysis of students' preferences, are also revealing since, even though there is a clear tendency to prefer video activities (especially subtitling), the answers show that some students preferred other activity types and therefore, should be provided with a great variety in order to cater for all. In addition to this, it must be noted that in some cases, the activity which was found the most motivating was not perceived as the most useful for learning and, therefore, the teaching materials must find a balance in the variety of activities in that sense.

The results for the second part of the survey are presented in table 9. All the questions were to be rated from 1-5 except from question 15, which was rated from 1-10. Yet, all the results are provided in percentages regarding the mean, the median and the standard deviation for both groups.

Even though the questions do not refer to the usefulness of the activities performed or student's motivation toward them, an analysis of the results can be revealing.

Regarding the mean, the percentage obtained by the experimental group is higher than in the control group, except in one question (q. 12), yet the median in this case is higher for the experimental group.

The median for the experimental group is either higher (in questions 10, 11, 12, 13 and 14) or the same (in questions 8, 9 and 15). Therefore, due to motivation, the type of activity performed can affect the general perception of the students toward the teacher, which shows that in this research, students seem to be more motivated towards AVT related activities.

	EXPERIMENTAL GROUP (SUBTITLING GROUP)			CONTROL GROUP (LISTENING GROUP)		
	Mean	Median	Standard deviation	Mean	Median	Standard deviation
8. The lessons were well prepared	87.6	80	10	84	80	17.4
9. The explanations were clear	83.8	80	10.8	71	80	20.5
10. Participation is encouraged	81.2	80	17	69	60	16.4
11. The way of delivering the lesson is motivating	68.8	70	20.6	65.4	60	22
12. The attention and treatment toward the students was appropriate	85	90	20	85.4	80	15.8
13. The teacher has solved my doubts every time I needed	76.2	80	21	71	60	22.6
14. The teacher links familiar concepts with new concepts	69.4	70	18.4	69	60	16.4
15. What overall grade would you give to the lessons received by the student-teacher?	79.4	80	15.3	75.5	80	8.2

Table 9

5.3 Interpretation

It is clear that most of the ratings from the experimental group regarding the teacher performance are higher than those from the control group. Given that the experiment was carried out in the same classroom and therefore, extraneous variables such as time of the day, classroom layout, teaching style, resources used, etc., were minimized, there could be many reasons for this difference:

- a) As the results from the tests show, the average level of the control group was lower than for the experimental group, which is corroborated in the answers about the appropriateness according to the student's previous level, showing a difference of 13.9%.
- b) The other difference is that the results from the open question on which activity was found more motivating, the most frequent answer is subtitling. It was even mentioned by some students in the control group even though they had not done such activity, and those who found subtitling the least motivating, suggest that

it could be made motivating by dealing with a different topic, up-to-date videos, and non-mono thematic videos. Hence, another reason for the control group to give a lower rating to the teacher could be that they would have preferred to do the activity which was found the most amusing (subtitling), and therefore, were less motivated and thus, their feelings toward the activities and teacher were more negative, which proves the importance of the course-specific motivational component aforementioned.

- c) As mentioned in [problems encountered](#), due to the problems with some computers, the students from the control group were moved to the middle of the class to do the activity with the teacher's guidance to watch the videos from the common screen. This could have been demotivating for them as they were taken away from the computer, which is one of the motivational components of the activities for both groups, and the fact that the control group was also working with a computer was meant to minimize the use of ICTs as an extraneous variable. Besides, the fact that at first, they were using the computers but then removed, while their classmates were not, might have triggered the lower ratings. On the other hand, this would also explain the fact that the highest rating they give the teacher, (and the only one whose mean is higher than the experimental group), is question 12 about the attention and treatment from the teacher.

Some reflections given the outcome of the experiment and the observation from the implementation are also presented below:

- d) Regarding the inclusion of subtitling in the learning unit, the fact that the preferred activity was subtitling proves that it is a good idea to include the task in other units converting it into a classroom routine when dealing with other topics, and to improve the treatment of oral comprehension by making a better use of ICTs. Yet, it would not be recommended to be adopted as an isolated methodology as the teacher and the materials used must cater for all students with different learning styles and preferences. Besides, the development of other skills would be neglected.
- e) Lastly, another reflection from the outcome of the research has arisen since it was noted that the control group was better prepared to complete the activities due to the presentation of the pre-tasks done with the guidance of the teacher.

Participation and the use of other skills such as writing and, especially speaking, were encouraged and, thus, could be helpful for settling better what is learned from the videos, be it the listening activity or subtitling.

6. SUGGESTIONS FOR IMPROVEMENT AND FURTHER RESEARCH

These are some suggestions to carry out additional research according to the findings and outcomes from this study.

- The control group and the experimental group should not be in the same class as the fact that the group doing the activity which is considered the most amusing can influence on the other group's motivation and therefore on the dependent variable (less motivation=less learning).
- The subtitling group can also do the pre and post viewing activities and it would be more beneficial if guided by the teacher, integrating it with other skills, especially speaking. Besides, timing would be easier to control since all students would have to do the pre and post viewing together, which would set a time limit to complete the activity, yet still allowing them to work at their own pace while subtitling.
- The group chosen should either have a better level of English in general or be in a higher course, or the materials should have a lower level. Besides, it would be more motivating for students if the topic were closer to their interests.
- The pre and post-test should be better designed, being the recordings more similar in content to the activities performed for learning.
- The survey could also be better designed by including the list of the activities (the song, the reading, subtitling, the article, conditionals, etc) for students to put in order the most/least motivating/useful and ask them for further details about how to improve them. On the other hand, the inclusion of a text box for them to explain their ratings (e.g. what they did not like from the teacher, why they (did not) feel attended by the teacher, etc.), to obtain more revealing answers would be helpful to carry out a better analysis.
- To ask students to submit the transcription in order for the teacher to grade it and keep track of their learning but to correct the activities immediately after completing them to give feedback by going over the videos all together and discuss what they understand so that they learn from their mistakes.

7. CONCLUSION

The research conducted is based on the need to improve the listening skill and enhance student's motivation by making a better use of the ICTs available through the creation of subtitling activities for real-life videos in the ICT room. The research also claims the importance of the inclusion of AVT activities, the creation of intralingual subtitles in L2 in this case, to introduce this type of activity as a regular classroom practice by integrating it within a learning unit to cater for all student's preferences and needs and to keep a balance among the treatment of all the skills.

The study was triggered from the analysis of the listening skill in the student's textbook and the observation of the students' behaviour at the ICT room. The analysis revealed that the listening skill was not really integrated with other skills and did not make use of authentic materials. The observation revealed that students found traditional activities more amusing when done at the computer, which proved the motivational component on the use of ICTs.

As included in the theoretical framework, several authors confirm that listening was a neglected skill due to the difficulty to measure the mental process involved and point out the positive effects and motivational component of the inclusion of the use of video in the classroom as well as ICTs.

The outline of the research done on the potential of subtitling in improving language skills and on the research done in the inclusion of subtitle creation in language learning provided in the theoretical framework showed that, although a great amount of research has been done on the effects of watching subtitled videos, very little has been studied about the creation of subtitles as a task, especially in secondary education in Spain. The outcome of this research gives a reason why this area of study is still young and unexplored. Even though authorities and regulations on education encourage teachers to make use of ICTs, the reality in the high schools is that the amount of problems encountered in the classroom due to the lack of maintenance or malfunctioning of the resources can be perceived as counterproductive and a waste of time and therefore, discouraging for teachers.

The inclusion of subtitling in a learning unit specifically adapted to the needs and regulations of an Aragonese secondary school is of key importance since it allows to

innovate the materials used while it complies with CLT and TBLT theories as well as the current regulations in education such as student's needs, active learning, awareness of multiple intelligences and learning styles (cater for all) and differentiation.

There were two different sources of information from the data collected from the research, which is the analysis of the comparison of the results obtained in the pre and post-tests, and the survey, which included both open and closed questions about student's perceptions of the materials, activities and teacher performance. The interpretation of the outcomes obtained from both sources together is of key importance to understand the results and answers from the students and to improve both the teaching and further research in this area.

Regarding the first hypothesis of this research, on whether subtitling practice can be more effective, the analysis of the results from the tests given by the means from each group show a slight improvement in the subtitling group, yet the results given by the median show that the control group obtains lower results and that the experimental group improves more than ten times more. The probability analysis shows that the results obtained are likely to be due to chance and therefore are not reliable. Hence, in this sense, the higher improvement of the listening skill through subtitling cannot be confirmed from this research. Given that the difference between the two tests was two lessons, the results are not conclusive, and a more longitudinal study would be necessary following the suggestions for improvement provided.

Regarding the second hypothesis, whether subtitling is a more motivating activity, the analysis from the open questions in the survey show more revealing results. Subtitling was found the most motivating activity of all followed by the video activities, and when found less motivating, some participants state that they find it innovating but a little difficult and that by changing the topic it could be made more motivating. Besides, they also mention the difficulty of the task which could be due to the level. Hence, further research is suggested by dealing with a topic closer to students' interests and more appropriate to their level since subtitling per se might not be the reason why some participants considered it the least motivating activity.

Regarding the third hypothesis, the inclusion of subtitling as a task in a learning unit is feasible since it has been tried out during the research and students found subtitling the most motivating task of all, and therefore, its inclusion in a learning unit would be beneficial to enhance motivation among students. Besides, not only was the

task found motivating but also considered the most useful for learning. Yet, even though the results show a tendency among students to prefer subtitling, the responses were not unanimous, and some preferred other type of activities, which is why the inclusion of subtitling in a unit with a variety of activities would allow to cater for all the students without neglecting other skills.

An overall interpretation of the results from the survey shows that the ratings for both materials and teacher are higher from the experimental group than from the control group, which can reveal that given the results that subtitling was found more motivating, the perception toward the materials used and the teacher were not as positive from the control group. If the student-teacher carrying out the research had been the student's teacher, the integration of both the learning unit and subtitling practice would have been more successful since most of the difficulties encountered could have been anticipated, and thus, the implementation more successful.

This study has served to give clues on how to develop further research on the effectiveness of subtitling as well as to be aware of the technical limitations that a secondary teacher encounters while dealing with ICTs in the classroom. Furthermore, it has proven the advantage of subtitling in the classroom to enhance motivation and the necessity of combining this activity with other skills and activity types in order to fulfil student's different needs and learning styles.

The elaboration of this dissertation has been useful to deepen into the theory and practice of AVT in language learning as well as reflecting on the theories of SLA, CLT and TBLT while putting them into practice in the design of the learning unit bearing in mind the applications of the LOMCE precepts and Aragonese curriculum as well. It has also provided with the practical experience and instruments necessary to be encouraged to carry out further classroom research, be it on AVT or any other topic related to language teaching.

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9. APPENDICES

Appendix A: Elements of the learning unit

LEARNING UNIT: KNOW YOUR HUMAN RIGHTS

INTRODUCTION

The learning unit proposed aims at giving a greater importance to the listening skill but without neglecting other skills. The design of the unit intends to deal with the topic of Human Rights in a motivating way including a variety of activities to integrate all the skills and, especially, by creating subtitles to Human Rights campaigns to enhance listening. For a more detailed justification of the learning unit, refer to [purpose](#) and [justification of the study](#) sections.

CONTRIBUTION TO KEY COMPETENCES

KC1: Linguistic competence

This is the most important competence as it is what the subject as such aims for: linguistic competence in the foreign language. Yet, it should also be pointed out, that being competent or learning another language, enhances the awareness on the functioning of the mother tongue.

The learning unit contributes to the acquisition of both oral and written skills. Special focus is put on the listening skill but activities to encourage speaking are proposed throughout the unit in relation to the different activities (pre and post listening tasks, giving opinion, making suggestions, etc.).

Regarding the written skills, a series of texts are proposed (simplified Declaration of Human Rights, article about the video, writing down the subtitles in L2).

KC2: Mathematical competence and basic competences in science and technology

Regarding problem solution, the aim of the unit was intended to promote critical thinking. An instance of this, is the question made as a post-task after watching the music video if they had done anything different if they had been the producers of the video, expecting them to find that the girls who appear in the video are not representative of the population as most of them had dark skin and no Asian or Latin-American girl was found.

As for mathematical competence, in the first lesson, students have to categorize the statistics shown on the video and are also encouraged to figure out which statistic is more shocking, and which one could be classed as misleading.

	<p>Taking into account the competences on science and technology, there are some activities which require the use of the Internet to search further statistics in a data base aiming at awakening research skills and knowledge of the resources available, as well as how to interpret the data in a critical way.</p>
<p>KC3: Digital competence</p>	<p>This competence is of key importance in the unit since the final task would not be possible to be carried out without a computer (as well as the projector and other technological devices in the regular classroom), since a specific subtitling software (DVXLAND Media Subtiter) is required. The use of the mentioned software provides the students with a task which is performed in real life by professionals. Apart from the software, the use of the Internet is also encouraged in order to search information on the Internet in the target language, with the aim of making students be in contact with the target language in a real and functional context by making a responsible, critical, autonomous and meaningful use of the technology provided.</p>
<p>KC4: Learning to learn competence</p>	<p>The main contributions to learning to learn that the unit provides is to be more responsible in the use of ICTs, especially for searching information on the Internet. Apart from that, the subtitling task encourages student autonomy while it allows students to evaluate their own learning as they can see the result in the outcome of the task, which will enhance awareness about their learning process.</p>
<p>KC5: Social and civic competences</p>	<p>The subject as such, learning a foreign language, already contributes to learn about other languages and cultures, but the topic chosen to deal with in the unit, Human Rights, enhances the cultural awareness which the subject brings, as it closely related to this competence. Since it focuses on teaching values of respect toward other languages and cultures, customs and artistic expression, cooperation (as in Global Goals), values of respect to other beliefs and the freedom to choose ones' religion.</p>
<p>KC6: Sense of initiative and entrepreneurship</p>	<p>Students are encouraged be critical and creative throughout the unit in many occasions by making proposals (e.g. finding a problem and a solution according to the Global Goals and make sentences either with the first conditional or second conditional according to the possibility for it to happen).</p> <p>Using open questions and facilitating participation among students to encourage them to give their opinion about the topic and knowledge of the world also contributes to build a sense of initiative and security to express one's opinion in front of others, preparing them, thus, to</p>

	perform activities they are likely to be required to do in their future professional lives.
KC7: Cultural awareness and expression	<p>Once again, learning a foreign language implies raising awareness on cultural and artistic expressions of the communities which speak the target language.</p> <p>The topic chosen to deal with in the unit implies not only raising awareness on the culture of the English-speaking countries but on the whole world by pointing out at the similarities (everybody is entitled to the same rights, we are all equal before the law) but respecting the differences (no discrimination, freedom of thought, freedom of expression).</p> <p>The aim of the unit is to teach students all these values, as they are international, by encouraging them to be critical of when and where those values/rights are not respected and why.</p>
GENERAL OBJECTIVES	
Obj.IN.1.	Since this objective is closely related to the listening skill, it is one of the most important for the unit as it focuses on the improvement of this skill with a topic which is of general interest and which is mostly transmitted through the videos.
Obj.IN.2.	The unit aims at connecting oral comprehension with production providing opportunities for sharing information and opinions with a partner or the whole class, especially about the topic of Human Rights.
Obj.IN.3.	One of the most important activities regarding written comprehension is the understanding of the Declaration of Human Rights text. The purpose is to extract information and be exposed to this type of text.
Obj.IN.4.	The unit also aims at encouraging writing in a creative and amusing way, especially by making up the dialogues and narration of the events form a specific video.

Obj.IN.5.	Some of the activities focus especially on extracting certain linguistic rules (e.g. conditional sentence formation and usage) in such a way the students are able to use such rules in different contexts.
Obj.IN.6.	The main task in the unit, subtitling practice, especially contributes to the completion of this objective since it aims at developing autonomous learning by subtitling the videos and working in pairs to fulfill other tasks by making use of the resources available.
Obj.IN.7.	The topic of the unit, Human Rights, contributes to fulfill this objective since it especially aims at sympathizing with other cultures being respectful to others and helps to raise intercultural awareness and not to prejudice others.
Obj.IN.8.	The unit also contributes to this objective since its purpose is to motivate students with authentic materials and use of ICTs for learning English.

SPECIFIC OBJECTIVES

	<p>To participate in the lessons' discussions in a critical way with relevant contributions regarding the topic of Human Rights</p> <p>To subtitle videos on the topic of Human Rights in collaboration with a partner by means the use of ICTs</p> <p>To create a description and dialogues of a video of the student's choice and add the subtitles for sharing with the rest of the class</p> <p>To produce a presentation to introduce a subtitled video made by the student following the given guidelines</p> <p>To analyze different types of texts on the topic of Human Rights and share their opinions with the class</p>
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METHODOLOGICAL GUIDELINES FOR THE ESO STAGE

Adequacy to the student	One of the main purposes of the unit is to motivate students by doing an innovative classroom activity with ICTs, this way it is intended to adapt to students' learning needs by doing more active activities using the motivational components of ICTs and multimedia resources. Besides, the unit also tries to adapt to the students' interests by playing and analyzing the song in the classroom and making them
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	participate by asking open questions to encourage critical thinking.
Adequacy to the purpose	The main reason for proposing the inclusion of AVT (subtitle creation) in the unit is that it claims that it will enrich the learning unit in order to cater for all different types of students' abilities and intelligences. Together with the rest of the activities in the unit, it encourages participation and critical thinking in order to achieve the development of the students as respectful and sympathetic individuals with a better knowledge of the world around them.
Adaptation to the curriculum	The main topic chosen for the unit is one of the topics proposed to be dealt with along the ESO stage, which is the topic of Human Rights since it is considered of great importance and more attention should be paid to it. Learning about this topic in the student's second language, which is classed as the international language of communication, is of great importance. As mentioned in the Key Competences section, all of the competences are covered aiming to transfer what has been learnt to different contexts. Besides, the presentation of open questions encourages critical thinking.
Adaptation to the specific context	The school setting is heterogeneous and has an important percentage of immigrants in the school and the area. Therefore, the adaptation of the curriculum in this sense is to deal with the values of respect, non-discrimination, equality and freedom in order to raise awareness of the social problems related to these issues.
Adaptation to new social needs	The activities proposed encourage active learning (production of subtitles, inductive learning) and participation (inductive learning since it requires participation, open questions to encourage critical thinking and, sharing opinions) while it aims at raising the sense of entrepreneurship and curiosity and by providing activities to search for information on the web and be creative in some of the activities proposed.

METHODOLOGICAL GUIDELINES FOR FIRST FOREIGN LANGUAGE: ENGLISH

Context: Needs Analysis	<p>The unit is in line with the regulations regarding contents, methodology, evaluation criteria, key competences, etc., and intends to adapt to a heterogeneous school setting with the characteristics of a central area in a big city in Spain, that is to say, families with different socio-economic backgrounds, origin, culture, etc. Therefore, the topic of the unit seems to be appropriate in that sense since it intends to raise cultural awareness and empathy towards others by using English as a vehicular language and dealing with a compulsory topic included in the curriculum.</p>
Methodological principles	<p><i>a) Meaningful learning</i></p> <p>The activities proposed aim at activating previous knowledge (e.g. by presenting the pictures of the girls before the song to do a brainstorming) in order for the students to make connections with other contents. Besides, throughout the unit, students are encouraged to take an active role, and learn by doing (subtitle creation, story writing) and the teacher provides guidelines and feedback as well as the necessary resources for learning to take place being a linguistic model to follow and promoting interaction in the classroom.</p> <p><i>b) Learning through key competences</i></p> <p>All the key competences are dealt with in the unit. Students are presented with a variety of tasks so as to acquire the different competences and be able to apply them in everyday life (e.g. mathematical competence: different ways of saying statistics and which ones are more shocking, misleading, etc.).</p> <p><i>c) Cooperative and autonomous learning</i></p> <p>The innovative activity proposed is the creation of subtitles which is meant to be carried out at the computer with a partner. Therefore, cooperative learning is encouraged since the activity has to be done in pairs and autonomous learning is also encouraged since the pairs work at their own pace, being able to stop or play the video again when needed. Besides, it is also encouraged with other activities which require searching for information.</p> <p><i>d) Multiple intelligence learning</i></p> <p>The justification of the inclusion of AVT in the unit is that it adds an innovative and active activity which provides a wider variety of ways of learning, especially by doing and by means of motivational resources that aim to cater for all and develop the different intelligences in students. It deals with linguistic intelligence since it aims at learning a foreign language by actively using it; it</p>

	<p>presents statistics to analyze in a critical way, therefore, logical-mathematical intelligence is enhanced; the unit starts with a song to present to topic (musical intelligence); by means of the use of different videos, hence visual-spatial intelligence is dealt with too. By encouraging students to learn more actively in the classroom, kinesthetic intelligence is also enhanced; naturalistic intelligence is dealt with by presenting students with a better knowledge of the world through the videos; interpersonal and intrapersonal intelligences are also enhanced by promoting critical thinking (intrapersonal) and sharing opinions with others (interpersonal).</p> <p>e) <i>Development of motivation and creativity</i></p> <p>One of the hypotheses for the inclusion of AVT in the unit is that it enhances motivation due to the nature of the task (use of ICTs and multimedia and learning by doing). Regarding creativity, students are also asked to give suggestions and change or add dialogues and a story to a certain video.</p>
<p>Development of oral and written skills</p>	<p>The main innovation in the inclusion of subtitling practice in a learning unit is to promote a more effective acquisition of the listening skill by listening to the videos more carefully. At the same time, it deals with the writing skill since students have to write down what they understand and therefore, need to pay more attention to spelling.</p> <p>The reason for including the activity in a learning unit is that subtitling by itself cannot consist of a learning methodology, yet it would be beneficial to be included in a learning unit to promote other aspects required in the curriculum such as motivation, active learning, etc. Hence, regarding the other skills, a series of texts are provided related to the content integrating speaking as much as possible to encourage participation and the more meaningful use of oral production. Besides, the last activity required the creation of a story which students must write in a free way.</p>
<p>Pronunciation</p>	<p>One of the arguments for the inclusion of subtitling practice in the unit is that the treatment of oral comprehension is of key importance in the acquisition of language (be it the mother tongue or a second/foreign language). The activity proposes a more detailed attention to pronunciation in order to write down the words from the video, which would raise students' awareness of the adequate pronunciation of the words and sentences, especially in connected speech.</p> <p>Even though input is the milestone to acquire the language and learn the pronunciation, it must be dealt with in an active way too, by</p>

	<p>providing students opportunities for speaking. Students are encouraged to participate throughout the unit and a specific activity for oral production (presentation) is planned in order to evaluate the students and give them feedback.</p>
<p>Treatment of grammar and vocabulary</p>	<p>The main way to present grammar and vocabulary in the unit is in an inductive way. This method of presenting grammar and vocabulary is in line with some of the precepts mentioned (e.g. critical thinking, active learning).</p> <p>Students are presented with the context (text, picture) and have to think what the answer might be, be it by matching a word with a definition, putting a conditional sentence into order according to their intuition/similarity to mother tongue, picture hints, etc.</p> <p>Besides, the role of the teacher is to make connections and associations to help students understand and retrieve the words/structures as easily as possible.</p>
<p>Resources and ICTs</p>	<p>The design of the learning unit is a valuable resource since its design aims at being appealing to students and to provide guidelines for the teacher. It includes a variety of activities and requires the use of different resources such as video in the classroom (as an introduction to the unit, to settle and further practice the language learnt by using authentic videos and activities according to the level and content); and ICT resources in order to search information on the Internet to access data bases and other kind of information students might not be acquainted with, or to fulfil the task for subtitling the videos by using specific subtitling software and authentic videos. Therefore, a great variety of resources is introduced in the classroom and students can acquire different skills and knowledge.</p>
<p>Evaluation criteria and learning standards</p>	<p>Evaluation in the unit is regarded as a means to obtain and give feedback.</p> <p>By using different ways to assess students, the teacher will be able to adapt the materials to the students' needs and provide scaffolding and extra activities for fast- finishers in order to assist all the students.</p> <p>In order to collect the data, all the skills are assessed with different instruments of evaluation (rubrics, observation, tests, assignments and measurable tasks) trying to be as objective as possible and making the evaluation instruments easy to measure.</p> <p>The evaluation criteria and learning standards are prescribed in the curriculum. The learning unit provides the evaluation instruments to assess students. For a detailed explanation on the evaluation criteria, learning standards and evaluation instruments refer to the evaluation table found in following subsections.</p>

Differentiation

The contribution of the unit proposed to differentiation is, on the one hand, through motivation. The first activity proposed is an appealing video clip of a song from a well-known singer, Beyonce, which aims at gathering the most demotivated student's attention, not only by simply watching the video, but by making students participate in guessing what the video will be about according to the screen captures provided and by critically analyzing the pictures and the lyrics, in other words, by calling their attention towards the topic and making them guess and participate. Sometimes students who are left behind in the learning process is due to demotivation, they give up paying attention and participating in the class and, thus, learning does not take place.

Another way in which this unit contributes to differentiation is through open activities. Students are asked to make different sentences or interventions which they can do as complex as they feel able to produce.

The activities are designed to be completed gradually, firstly by providing hints for them to complete the activity, secondly, the activity proposed has more guidance and thirdly, a more open activity is asked to complete.

Lastly, by allowing students to do the activity in pairs (ideally with different levels but not with high and low-level students together), they can also learn from each other.

CROSS-CURRICULAR CONTENTS

The cross-curricular content is one of the most important features in this unit as Human Rights is required to be dealt with in the National Curriculum and this is the unit's central topic. Furthermore, it could be said that it is one of the most important cross-curricular contents found in the Curriculum. Point number 2, in article 11, is the most extensive and outlines the need to educate in values of equality, no discrimination, freedom, justice, democracy, etc., all of which are covered deeply throughout the unit proposed.

Besides, the unit also covers deeply other cross-curricular contents such as the ones included in point number 1: reading (texts provided), oral (in-class discussions) and written expression (subtitling), audio-visual communication (video watching both in class and at the computer), ICTs (use of subtitling software and working at the computer for listening the videos), entrepreneurship (by making proposals) and civic and constitutional education (by dealing with the topic of Human Rights).

Besides, since the subject taught is a foreign language, the language is used as a communication vehicle to deal with such an important topic more deeply in order to complement its treatment in other subjects.

CURRICULAR CONTENTS

Block 1: Comprehension of oral texts	<p>Oral Skills and comprehension strategies:</p> <ul style="list-style-type: none"> - Comprehension of the general and specific information of diverse oral texts (speeches, dialogues, announcements ...) appropriate to their capacity and experience, by technical means, by different sources (teacher, classmates, television, YouTube...) -Use of comprehension strategies: <p>Activation of previous knowledge about the subject and the type of task</p> <p>Anticipation of the general content of what is heard with the support of verbal and non-verbal elements</p> <p>Deduction of meanings (explicit and implicit) from the linguistic or situational context</p> <p>Strategies to solve specific tasks: Careful reading of all the options before listening, identification of participants, taking notes while listening, etc.</p>
Block 2: Production of oral texts	<p>Production skills and strategies:</p> <ul style="list-style-type: none"> - Oral production of descriptions, narrations and explanations about facts, experiences - Spontaneous participation in communication situations in the classroom, with different communicative purposes, using the conventions of conversation - Use of communication strategies: <p>Planning:</p> <ul style="list-style-type: none"> -Use appropriately digital or bibliographic resources to make dialogs or presentations as a team <p>Execution:</p> <p>Express the message clearly, coherently, structuring it appropriately and adjusting to the models and formulas of each type of text (description, narration or opinion)</p> <p>Readjust the task or message to your possibilities, after assessing the difficulties and available resources</p>

<p>Block 3: Comprehension of written texts</p>	<p>Oral Skills and comprehension strategies:</p> <ul style="list-style-type: none"> - Comprehension of general and specific information of authentic or adapted texts, written in a language of usual use: news, reports and topics related to other disciplines - Autonomous reading of more extensive texts related to their interests, and adapted to their level of competence - Use of comprehension strategies: <p>Activation of previous knowledge about the subject and the type of task</p> <p>Prediction of information from textual and non-textual elements</p> <p>Deduction of meanings (explicit and implicit) from the context</p> <p>Strategies to solve specific tasks: Locate keywords in the questions and in the text, search for synonyms, infer meanings, translate, identify relevant information, etc.</p> <p>Use of digital or bibliographic resources in order to solve comprehension problems</p>
<p>Block 4: Production of written texts</p>	<ul style="list-style-type: none"> - Composition of creative written texts: descriptions, narrations - Use of production strategies: <p>Planning:</p> <p>Activate and coordinate their own general and communicative skills in order to effectively perform the task (review what is known about the topic, generate options through the 'brainstorm' technique, organize them into paragraphs, review a draft, etc.)</p> <p>Locate and use appropriately linguistic or thematic resources (use of a dictionary or grammar, ICT resources, request for help, etc.)</p> <p>Execution:</p> <p>Lean on and make the most of previous knowledge (e.g. formulas and expressions already learned)</p> <p>Write texts based on models and guided activities</p> <p>Reflect and apply strategies of self-correction and self-evaluation to improve written expression; and recognize the error as part of the learning process</p>

SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS
- Values, beliefs and attitudes; critical attitude towards pre-concepts and stereotypes; respect towards other ways of thinking
COMMUNICATIVE FUNCTIONS
Will, wishes, conditions and hypothesis
SYNTACTIC-DISCURSIVE STRUCTURES
Adverbial clauses: Condition (if, unless); types: zero, first, second and third conditional; use of were (If I were...)
COMMON USE OF VOCABULARY (RECEPTION AND PRODUCTION)
-Topics related to other areas of the curriculum (cross-curricular content on Human Rights) - Synonyms and antonyms: freedom/liberty
SOUND, ACCENTUAL, RHYTHMIC AND INTONATION PATTERNS AND GRAPHIC PATTERNS AND ORTHOGRAPHIC CONVENTIONS
- Recognition of patterns of accent, rhythm and intonation - Identification of phonemes of special difficulty - Contracted forms (colloquial): I'ma; gonna;

Block 1: Comprehension of oral texts				
Evaluation Criteria	Learning standards	Key Competences	Evaluation Instruments	General Objectives
Crit.IN.1.1	Est.IN.1.1.1. The student listens to oral texts delivered by a speaker such as, talks, presentations, audio or video files on the Internet (clear and in standard language) and shows that has have captured the main ideas and detailed information through specific tasks	KC1 KC2 KC3 KC4 KC5 KC6 KC7	-Assignment to be done in pairs: transcription of the videos given to subtitle. Each video will be graded according to the correct percentage of word matches. Then, the average grade will be the mean from all the videos submitted. (15%) -Listening test: two listening activities from an audio and a video to be completed in class. (10%)	Obj.IN.1 Obj.IN.4 Obj.IN.5 Obj.IN.6 Obj.IN.7 Obj.IN.8
Block 2: Production of oral texts				
Evaluation Criteria	Learning standards	Key Competences	Evaluation Instruments	General Objectives
Crit. IN.2.1	Est.IN.2.1.1. The student makes brief presentations, well structured, rehearsed and with visual support on academic topics, organizing information in a coherent manner, clearly expressing his opinions and answering questions from listeners. Est.IN.2.1.2. The student participates appropriately in formal and informal conversations about less common issues in which information is exchanged, briefly expresses and justifies opinions, narrates facts and experiences, formulates hypotheses, makes suggestions, expresses and justifies feelings, producing a coherent discourse adapted to the characteristics of the communicative situation.	KC1 KC2 KC3 KC4 KC5 KC6 KC7	-Rubric for the in-class presentation of the written assignment following the guidelines given by using clear and appropriate language as well as with clear pronunciation. (10%) -Observation: relevant participation in class (5%) -Rubric for oral exam to be prepared following the topic of the unit to be presented to the teacher with a partner in a conversation (10%).	Obj.IN.1 Obj.IN.2 Obj.IN.4 Obj.IN.5 Obj.IN.6 Obj.IN.7 Obj.IN.8

Block 3: Comprehension of written texts				
Evaluation Criteria	Learning standards	Key Competences	Evaluation Instruments	General Objectives
Crti.IN.3.1	Est.IN.3.1.1. Understands the general meaning, relevant information and possible implications in authentic or adapted and locates specific information of journalistic texts and simple informative articles responding to specific tasks (open questions or multiple choice, True / False, etc.)	KC1 KC2 KC3 KC4 KC5 KC6 KC7	-Reading objective activities (multiple choice; short answers or true or false sentences) for in-class reading assignments (10%) -Reading comprehension test to be taken after the unit is completed (15%)	Obj.IN.3 Obj.IN.5 Obj.IN.6 Obj.IN.7 Obj.IN.8
Block 4: Production of written texts				
Evaluation Criteria	Learning standards	Key Competences	Evaluation Instruments	General Objectives
Crit. IN.4.1	Est.IN.4.1.2. The student describes the physical and abstract qualities of people, objects, places and activities, narrates past and recent events (real or imagined), transmits information and opinions justifying them briefly, describes impressions and feelings, and points out the aspects that seem most important to him/her.	KC1 KC2 KC3 KC4 KC5 KC6 KC7	-Rubric for in-class assignment: production of the subtitles for a video of the student's choice in which s/he will have to give a description, an account and the creation of dialogues according to what is happening in the motion picture. (15%) -Rubric for composition about a topic related to the unit (10%)	Obj.IN.3 Obj.IN.4 Obj.IN.5 Obj.IN.6 Obj.IN.7 Obj.IN.8

Appendix B:

Textbook analysis

CATEGORY OF ITEMS	TYPES OF ITEMS	CHECK BOX	LISTENING TASKS	TIME	LISTENING PERCENTAGE
Variety of formats	Audio (T)	✓	11	16:24	60,66%
	Video (V)	✓	2	5:53	21,76%
	Slideshow (S)	✓	2	4:45	17,58%
	TOTAL		15	27:02	100%
Presence of pre-listening task		✓	S (34)	1:42	6,29%
Presence of post-listening activities		✓	S (34) T (33)	1:42 1:00	6,29% 3,4% (9,69%)
Variety of types of tasks (adapted from Helgesen, 2003)		✓			
	Close questions	✓	T (25; 28)	5:16	19,48%
	Sequencing words/sentences or pictures	✓	S (34)	1:42	6,29%
	Multiple-choice	X			
	Finish the sentence	✓	T (28)	2:32	10,6%
	Gap filling	X			
	True or false	✓	T (25)	2:44	10,11%
	Listen and repeat	✓	T (23; 27; 29; 30)	3:43	13,75%
Listen and check	✓	T (26; 32;33)	2:51	10,54%	
Purpose of the activity	Main focus on listening	✓	T (25; 28) S (34)	5:16 1:42	19,48% 6,29% (25,77%)
	Main focus on reading	✓	T (24;31)	5:33	20,53%
	Main focus on speaking and communication	✓	T (32; 33) V (Let's meet)	1:57 2:34	7,21% 9,49% (16,70%)
	Main focus on writing	X			
	Main focus on grammar	✓	T (26)	0:54	3,33%
	Main focus on vocabulary	✓	T (23;27)	2:09	7,95%
	Main focus on pronunciation	✓	T (29;30)	1:34	5,8%
	Main focus on culture	✓	V (My music) S(Entertainment)	3:19 3:00	12,27% 11,09% (23,36%)
Types of classroom listening performance	Reactive (listen superficially and repeat back)	✓	T (23; 27; 29; 30)	3:43	13,75%
	Intensive (focus on components of discourse: bottom-up)	✓	T (23; 27; 29;30)	1:34	5,8%

(Brown 2007)	Responsive (elicit immediate responses)	✓			
	Selective (scan material selectively for certain information)	✓	T (25; 28)	5:16	19,48%
	Extensive (global understanding: top-down)	✓	T (25; 28) V (My music) S(Entertainment) V (Let's meet)	5:16 3:19 3:00 2:34	19,48% 12,27% 11,09% 9,49% (52,33%)
	Interactive (integrated with speaking and other skills for further discussions, role-pays...)	X			
Encourage Active listening	Stop by chunks and try to understand the whole listening, not only to get the gist to complete the activity	X			
Scaffolding	Different activities of the same listening. First to get the general meaning, second more demanding activity	✓	T (25;28)	5:16	19,48%
Specific focus on prosodic features	Stress	✓	T (30)	0:50	3,08%
	Rhythm	X			
	Intonation	X			
Task authenticity (Helgesen, 2003)	Simulated (modelled after a real-life task)	✓	S (34)	1:42	6,29%
	Minimal/incidental (checks understanding but not usually done outside the classroom)	X	All except S (34)	25:20	93:71%
Input authenticity (Helgesen, 2003)	Genuine (created only for real life)	X			
	Altered (no meaning changes, but certain non-linguistic elements have been adjusted)	X			
	Adapted (created for real life but text is simplified)	X			
	Simulated (written by the author as if the material is genuine)	✓	S T (34)	1:42	6,29%
	Minimal/incidental (created for the classroom; no attempt to make the material seem genuine)	✓	All except S (34)	25:20	93:71%

Appendix C:

Learning unit

Human Right #3:
The Right to Life

Human Right #4:
No Slavery

Human Right #6:
You Have Rights
No Matter Where You Go

Human Right #1:
We're all Equal
Before the Law

Human Right #1:
We Are All Born
Free & Equal

Human Right #10:
The Right to Trial

Human Right #11:
We're Always Innocent
Till Proven Guilty

Human Right #13:
The Right to Move
to Seek Freedom

Human Right #8:
Your Human Rights
Are Protected by Law

Human Right #5:
No Torture

Human Right #18:
Freedom of Thought

Human Right #21:
The Right to Democracy

Human Right #25:
Food and Shelter
For All

**KNOW YOUR
HUMAN RIGHTS**
ESL Learning unit on Human Rights
through subtitling

Human Right #29:
Responsibility

Human Right #14:
The Right to seek
place to live

Human Right #17:
The Right to
Your Own Things

Human Right #2:
Don't Discriminate

Human Right #26:
The Right to Education

Human Right #30:
No One Can Take Away
Your Human Rights

Human Right #20:
Right to
Public-Assembly

Human Right #23:
Workers' Rights

Human Right #22:
Social Security

Human Right #9:
No Unfair Detainment

Human Right #15:
Right to a Nationality

Human Right #28:
A Fair and Free World

Human Right #27:
Copyright

Human Right #24:
The Right to Play

Human Right #16:
Marriage and Family

Human Right #19:
Freedom of Expression

Human Right #12:
The Right to Privacy

LESSON 1A

WHAT IS THIS ABOUT?

Have a look at the following photos, what do they have in common? Where do you think they were taken?



Watch the beginning of the video in which these girls appear and try to guess what it is meant for. Write down the words which appear on the screen in the box below. Then comment with your partner what they mean.

Now watch the whole video and check your answers. What extra information have you learnt from the video? What has the video been made for?

Read the chorus from the song. What does freedom mean?

Find words or expressions in the text that mean:

- because:
- I am going to:
- without help:
- give up:

Can you find any grammar mistakes in the song? If so, what would the correct form be? Why do you think it is incorrect?

Comment with your partner if you find any connexion between the video and the lyrics. If you had been the producer of the video, would you have made it in a different way?

Freedom! Freedom! I can't move
Freedom, cut me loose!
Freedom! Freedom! Where are you?
Cause I need freedom too!
I break chains all by myself
Won't let my freedom rot in hell
Hey! I'ma keep running
Cause a winner don't quit on themselves

Check out lyrics here



LESSON 1B

FIGURES

There are different ways of saying statistics. Look at the captures from the video below and classify them in the Statistics box at the bottom of the page.

Which statistics do you think is the most shocking? Which one could be considered misleading?

Click on the link on the right to access UNICEF's website and download the excel sheet from the topic you want, choose three different countries and copy the data.

[VISIT UNICEF'S DATA SITE](#)

**130 MILLION GIRLS
ARE OUT OF SCHOOL**

**71% OF HUMAN
TRAFFICKING VICTIMS
ARE FEMALE**

**63 MILLION GIRLS
HAVE UNDERGONE
FEMALE GENITAL MUTILATION**

**ONE IN FOUR GIRLS
GETS MARRIED
AS A CHILD**

**GIRLS ARE TWICE AS
LIKELY TO BECOME
INFECTED WITH HIV**

**EVERY FIVE MINUTES
A GIRL DIES AS A RESULT
OF VIOLENCE**

STATISTICS

PERCENTAGE	TOTAL AMOUNT	FREQUENCY	PROPORTION	MULTIPLES

COUNTRY	DATA

LESSON 2 GLOBAL GOALS SOLUTIONS

Listen twice to the audio from a video made by UNICEF and say whether the following sentences are true or false. Comment your answers with the rest of the class and then watch the video to check.

1) One in five children in the world lives in poverty	T	F
2) One in three teenagers is under average in reading, science and math	T	F
3) Only eight children face food insecurity	T	F
4) The UN sustainable development goals are guidelines to improve life in developing countries	T	F
5) The goals aim at protecting children according to where they live	T	F

Read the article about the video and answer the following questions:

- What was the purpose of the music video?
- What do Global Goals intend to achieve?

Find words that mean...

- possible to happen:
- dealing with:
- no later than:
- moving your lips at the same time as music:
- help:

Beyoncé marked International Day of the Girl by posting an empowering video featuring young women around the world dancing to her song "Freedom."

#FREEDOMFORGIRLS

Beyoncé marked International Day of the Girl with an empowering video with young women from around the world lip-synching and dancing to her 2016 song, "Freedom." Chime for Change and The Global Goals co-produced the clip, which promotes the

Hashtag#FreedomForGirls and outlines horrifying challenges relating to health, education and violence.

The video cycles through a series of shocking statistics, including that a girl dies as a result of violence every five minutes, that one in four girls gets married as a child, that 71 percent of human trafficking victims are female, that 63 million

girls have undergone female genital mutilation, that 130 million girls are out of school and that girls are twice as likely to become infected with HIV.

The producers end by challenging viewers to aid in tackling a series of "global goals" by the year 2030: ending child marriage, putting all girls in school, ending the

AIDS epidemic and ending all forms of violence toward girls. The video also asks viewers to "share the film and tell us what #freedomforgirls is to you."



Adapted from RollingStone

LESSON 3 GLOBAL GOALS CONSEQUENCES

Look at the three pictures below. Can you put them in order? Is there more than one way to order them? What kind of sentence is it? Does it mean it's something likely to happen or not? Fill in the table below with your answers.



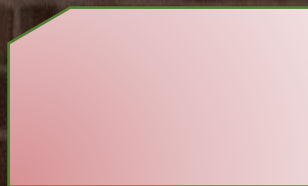
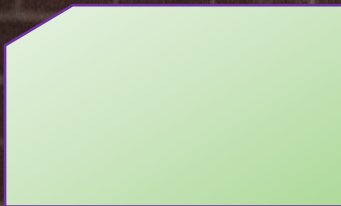
CONDITION	CONSEQUENCE
1.	
2.	

Is it the same to say, "if we worked together, we could achieve the Global Goals by 2030"?

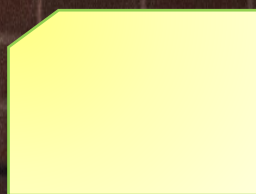
As we read from the article, the video was made to encourage awareness about the "Global Goals". Watch a short video called "Numbers in action". Then, enter the Global Goals website and try to add some more. You will see that each goal has many different targets to achieve.



Now that you have a few Global Goals, make conditional sentences to propose solutions. Write the sentences in the box below. Would they be likely or unlikely?



What would the sentences you wrote before be like if the solutions were impossible to accomplish? Rewrite your previous answers in the corresponding box below.



Likely

Unlikely

LESSON 4 HUMAN RIGHTS' ARTICLES

Do you know what Human Rights are? Can you name any HRRR?

Read *The Universal Declaration of Human Rights* and check your answers.

Find words in the text according to the definitions given below:

- look for:
- to possess:
- salary:
- association which fights for worker's rights:
- not innocent:
- entertainment:
- kept safe:
- protection received from another country for being in danger in one's own country:
- action of hurting somebody on purpose:
- not being observed by other people:
- opinion that other people have about a person:
- state of being forced to work without being paid:
- have the right to:
- become a member of:

Is there anything you would add to the Declaration?

Can you think of any "unfair treatment" that people in your country have to undergo today? If so, what Human Right(s) would be violated?

If you wanted the rest of the world to know every human right better, what would you do to achieve it?

The Universal Declaration of
HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

**WE ARE ALL BORN FREE AND EQUAL
EVERYONE IS ENTITLED TO THESE RIGHTS
NO MATTER YOUR RACE, RELIGION OR NATIONALITY**

EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY

You have the responsibility to respect the rights of others

NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

No one has the right to hold you in slavery.

You have the right to own property.

No one has the right to torture you.

Everyone has the right to belong to a religion.

You have the right to recognition everywhere as a person before the law.

Freedom of Expression: You have the right to free thought and to voice your opinions to others.

We are all equal before the law and are entitled to equal protection of the law.

Everyone has the right to gather as a peaceful assembly.

You have the right to seek legal help if your rights are violated.

You have the right to help choose and to take part in governing your country, directly or through chosen representatives.

No one has the right to wrongly imprison you or force you to leave your country.

You have the right to social security and are entitled to economic, social and cultural help from your government.

You have the right to a fair and public trial.

Everyone is innocent until **PROVEN** guilty.

You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.

Workers' rights: Every adult has the right to a job, a fair wage and to join a trade union.

You can travel wherever you want.

You have the right to leisure and rest from work.

You have the right to seek asylum in another country if you are being persecuted in your own country.

Everyone has the right to an adequate standard of living for themselves and their family.

Everyone has the right to a nationality.

Everyone has the right to education.

All adults have the right to marriage and to raise a family.

Your intellectual property as an artist or scientist should be protected.

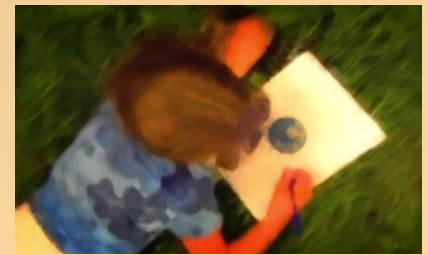
We are all entitled to social order so we can enjoy these rights.

LESSON 5 HUMAN RIGHTS' CAMPAIGNS

A website called *Youth for Human Rights* made short videos about each right for people to know their rights. Let's watch some of them without watching the ending. Try to guess what Human Right they are referring to (you can check the text on the previous page).













Look at the captures from the videos you are going to watch. Can you guess which rights they are about? Comment with the class why you think so, and what you think will happen.



Work in groups of four people, choose one of the videos and try to think a different way of presenting the same Human Right. Then, share it with the rest of the class.

Here we can see some Global Goals related to #freedomForGirls. All of them are closely related to Human Rights. Read the claims found in the picture, what Human Right(s) would you say they are related to. Discuss in groups and then with the whole class.

JOIN THE FIGHT CHOOSE AN ACTION
CLICK AN ACTION BELOW TO FIND OUT MORE

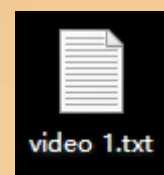
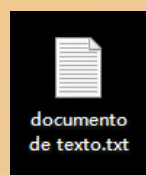
<p>NO MORE VIOLENCE</p> <p>IN PARTNERSHIP WITH </p>	<p>QUALITY EDUCATION</p> <p>IN PARTNERSHIP WITH </p>	<p>NO MORE FGM</p> <p>IN PARTNERSHIP WITH </p>
<p>EDUCATION EVEN IN EMERGENCIES</p> <p>IN PARTNERSHIP WITH </p>	<p>AN END TO CHILD MARRIAGE</p> <p>IN PARTNERSHIP WITH </p>	<p>ACCESS TO SAFE WATER</p> <p>IN PARTNERSHIP WITH </p>
<p>THE END OF SEX TRAFFICKING</p> <p>IN PARTNERSHIP WITH </p>	<p>SMASHING STEREOTYPES</p> <p>IN PARTNERSHIP WITH </p>	<p>REALIZING THEIR TRUE WORTH</p> <p>IN PARTNERSHIP WITH </p>
<p>GIRL-LED CHANGE</p> <p>IN PARTNERSHIP WITH </p>	<p>ENDING MODERN SLAVERY</p>	<p>ZERO NEW HIV INFECTIONS</p>

LESSONS 6, 7 & 8 SUBTITLING CAMPAIGNS

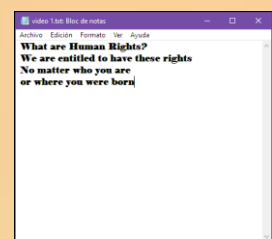
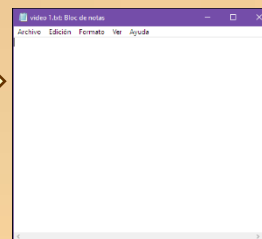
An NGO called *Youth for Human Rights* has launched a campaign to teach people about their rights. There was a problem with their computers and some of the subtitles are missing. We need your help to create new subtitles for the videos. There are thirty videos in all. Work in pairs and add the subtitles for the videos. Follow the instructions below in order to do so.

How to create and synchronize subtitles

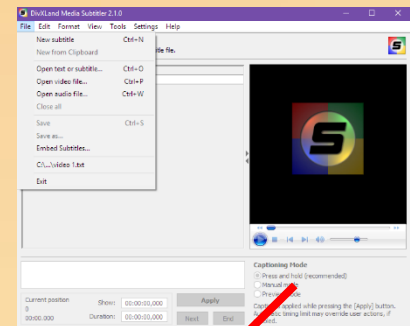
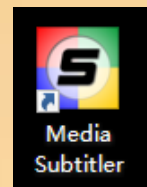
OPEN A .TEXT DOCUMENT AND RENAME IT



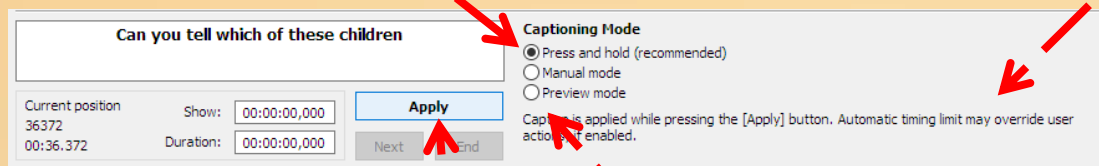
Open the text document and write the subtitles.
1 line = 1 subtitle (about 6 words each)



Open *Media Subtitler*
Open the video and the text document



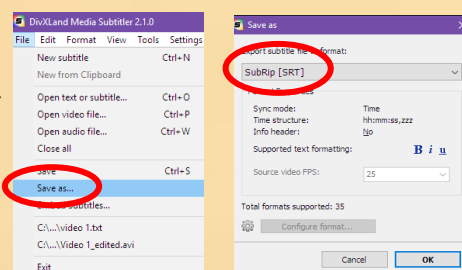
Choose captioning mode "press and hold (recommended)



Play the video and Press the **Apply** button for as long as you need the subtitle to appear on screen

Preview your subtitles on preview mode.
Go back to press and hold to correct.

Save the synchronized subtitles: file -> save as -> SRT.
You can drag and drop the SRT file in a VLC player



LESSONS 9, 10 & 11 CREATING CAMPAIGNS

You and your partner are going to do a final task to practice what you have learned in this unit. First, you will subtitle a video related to Human Rights and then, you will present it to the rest of the class.

FREE SUBTITLING

Choose a video related to HHRR. It can be one of the thirty videos from Youthforhumanrights.org or any of your choice but it must be about one minute long. If you choose a longer one, edit it and keep the most relevant scene.

No matter what you can hear in the video, write what you want to create the subtitles according to the topic of Human Rights. You can describe what you see and create the dialogues yourselves.

You must include the vocabulary learnt about the topic of Human Rights and at least one conditional sentence (action-consequence) related to what you are saying.

Then, adapt your text in a .txt file to create each subtitle line.

Synchronize the text with the subtitles the same way you did for the listening videos and create the .srt file.

SHARING YOUR WORK

Once your subtitles are ready, you must prepare to present it to your classmates.

You and your partner will have to read aloud the subtitles done while the video is playing, therefore, you will have to check the pronunciation of certain words if you are not sure and rehearse it, although you will be able to read from the screen, so you will not have to memorize.

Before you play the video in class, you must give an explanation to your classmates about your work. Use a PowerPoint presentation including the following aspects:

Introduction: present yourselves and the topic of the video.

Where you got the video from and why you chose it.

Which words you needed to look up.

Which words you found harder to pronounce.

Difficulties found while doing the task.

Appendix D:

Control group handouts

HUMAN RIGHT VIDEO 1: BORN EQUAL AND FREE

You are going to watch a series of videos in which Human Rights are explained. Work with your partner and do the activities proposed for analysing each video. You can use a browser and an online translator or dictionary for checking some words that appear in the videos. Try to guess the meaning of such words with the help of the images and/or by spelling the word according to its pronunciation.

Look at the following screen captures from one of the videos, can you guess what Human Right it will be about? Comment it with your partner.



Video 1: questions

What Human Right is the video about? _____.

How does the video try to show you the correct answers to the questions asked?

What would you answer to the questions asked on the video? _____.

Why does the voice over (voz en off) assume your answer?

And what answer does it assume you will give?

Discuss with your partner about the following statement and question. Write down your conclusions.

The children who appear in the video are representative of the children in the world.

Is the Human Right this video shows respected in the world nowadays? Why or why not?

HUMAN RIGHT VIDEO 4: NO SLAVERY

Continue watching the videos made by "Youth for Human Rights". Do the following activities in order with your partner. Remember you can use a dictionary. Write down all your answers in this worksheet.

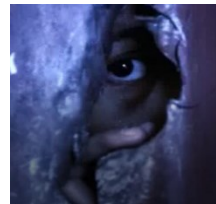
Look at the screen capture on the right from video 2. Where are the people in the video?

- a) At a factory
- b) At a slavery exhibit
- c) At a newspaper

What made you choose this answer?



Read the words in the box and match them to the pictures below.



Whipped,
forced to work
chain
kidnapped

Video 2: questions

What three steps does the woman describe for making people into slaves? _____

In what conditions did they cram them into the ships? _____

What were they treated like? _____

What were they forced to do? How long for? _____

Who does she say were very cruel? _____

What does the girl ask at the end of the video? _____

Discuss with your partner the following questions. Write down your conclusions.

How does the video show the thoughts of the girl to make her come up with the question?

What is the reaction of the woman when the girl asks the question and what is its effect on the purpose of the video?

HUMAN RIGHT VIDEO 6: NO TORTURE

Look at the words in the boxes and indicate which injury the people in the photos have. Then, match the words in the table with its definition on the right and indicate in the circles from the pictures what happened to them. Watch the video and check your answers. After that, watch the video again and do the true or false activity below.

Broken

Swollen lip

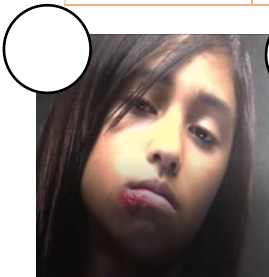
Black eye

Bruise

Cuts

Bruised

Words	Definition
1. Beat	a) To bring one's hand or a tool or weapon into contact with (someone or something) quickly and forcefully
2. Whip	b) To hit something with one's foot
3. Tie up	c) To take hold of something with your hand suddenly with strength
4. kick	d) To make a person unable to move by putting something around a part of their body
5. punch	e) To strike somebody repeatedly and violently in order to hurt them
6. grab	f) To hit with the fist (hand closed)
7. Hit	g) To pull somebody along the floor or other surface
8. Drag	h) beat (a person or animal) with a strip of leather or cord especially as a punishment



Video 3 True or false?

- The first boy that appears had a fight at school.
- The friends of the blonde girl didn't protect her because they thought the same could happen to them.
- Although the boy with a broken arm was crying, they continued hitting him.
- The girl with the swollen lip was threatened before it happened, but she didn't believe the threat.
- They kicked the blonde boy many times.
- The boy with injuries on his hands was tied up and dragged out of the building.
- The last girl who appears on the video was grabbed in her arm because she was mad.

Discuss with your partner the following questions. Write down your conclusions.

Do you consider bullying to be torture?

If somebody is a bully, is s/he violating other people's rights?

HUMAN RIGHT VIDEO 7: EQUAL BEFORE THE LAW

You are going to watch a video made by "Youth for Human Rights". Do the following activities in order with your partner. Remember you can use a dictionary if needed. Write down all your answers in this worksheet.

Look at the screen capture on the right from video 4. Where are the people in the video?

- a) At a factory
- b) At an interview
- c) At the police station

Apart from being at the same place, what else do they have in common?

Which right do you think the video will be about?



Video 4: questions

What verb does the voice over use meaning that it is valid for everyone? _____.

What is the word that describes us all? _____.

Which right is the video about? _____.

Discuss with your partner the following questions. Write down your conclusions.
Do you agree that everybody should be equal before the law, no matter their crime?

Do you agree with Death Penalty? Write down in the table below some arguments for and against it that you have heard whether you agree with them or not.

For	Against

HUMAN RIGHT VIDEO 26: FOOD AND SHELTER FOR ALL

Continue watching the videos made by "Youth for Human Rights". Do the following activities in order with your partner. Remember you can use a dictionary. Write down all your answers in this worksheet.

Look at the screen captures below from video 5 and describe what you can see. Use the expressions in the box to help yourself in the description and write it in the blank box.



food

Appalling conditions

water

hunger

shelter

homeless

poverty

Video 5: Text

According to _____, _____ one billion people live in _____ levels of _____.

Denied even _____ standards of _____, _____.

Nearly _____ of the _____ _____ earns less than..

Discuss with your partner the following questions. Write down your conclusions.

Which right is the video about? Did you know it was a Human Right before watching the video?

Why does the person in the video switch off the television?

What action does the fact of switching off the TV try to copy? Do you think it is effective?

HUMAN RIGHT VIDEO 29: RESPONSIBILITY

You are going to watch a video made by "Youth for Human Rights". Do the following activities in order with your partner. Remember you can use a dictionary if needed. Write down all your answers in this worksheet.

Look at the screen below. What do they have in common? What do you think they are doing?



In the video you are going to watch, there will appear all these rights. Read them and try to guess which one will appear first and which one last. Then, watch the video to check your answers from the previous activity and write the order of the sentences in the circles. You can watch the video as many times as you need.

You have the right to take responsibility

You have the right to life

You have the right to education

You have the right to democracy

We are all free and equal

And to live in freedom and safety

You have the right to play

You have the right to social security

Don't discriminate

And no one can take away these rights and freedoms away from you

You have the right to asylum

You have the right to know

You have the right to your own things

Discuss with your partner the following questions. Write down your conclusions.

What ways do the children use in order to spread the knowledge about HHRR?

Which way do you think would be the most effective?

If you were in charge of spreading HHRR, how would you do it and why?

Can you name any which were not mentioned in the video?

Why did you come up with these rights before any of the other existing ones?

HUMAN RIGHT VIDEO 30: NO ONE CAN TAKE AWAY YOUR HUMAN RIGHTS

You are going to watch a video made by "Youth for Human Rights". Do the following activities in order with your partner. Remember you can use a dictionary if needed. Write down all your answers in this worksheet.

Watch the video without its sound on. There will be a voice over addressing to the viewer of the video. Can you guess what it will be saying? What HHRR do you think it is about?



The following transcription from the video is wrong. The language corrector has mistaken the correct words with other ones that sound similar. Listen to the video and correct the mistakes.

Video 7: Correct the sentences

- Six are your Human Rights
- They are afraid of them
- They belong to Sue.
- You all have to buy them
- You have to apply for them.
- Some people may try to impose your rights.
- No one will try to violate your HHRR.
- Some people may try to pretend only their rights exist.
- They can't change the fact that they are for all.
- Human Right number 13:

Discuss with your partner the following questions. Write down your conclusions.

How many HHRR are there in all?

If you could only keep one right, which one would you choose and why?

If you had to give up only one of them, which one would it be and why?

**Appendix E:
Selection of videos
according to key
words**

	Level of difficulty	Key words	Other words
Video 1: born equal and free (selected video)	Medium	Free, equal, dignity, deserve, treat(ed)	Can you tell? Born Either
Video 2: Don't discriminate	Low	Only visual	Only visual
Video 3: the right to life	Difficult	Grieved, birth	Step, mistake
Video 4: no Slavery (Selected video)	Difficult	Slavery, slaves, slave masters, cruel, chain(ed) appalling conditions, cram, treat(ed), beat, whip(ped)	Exhibit, Kidnapped Ships, all day long, move on
Video 5: No torture (selected video)	Difficult	Scared, punch, scream, Kick, tie(d) up, drag(ged) Strip(ped) dignity	Might, wouldn't stop, get mad
Video 6: no rights	Low	Rights	
Video 7: equal before the law (selected video)	Medium	Law (we are all equal before the law (al final)	
Video 8:	Low	*song: this is the story about human rights Don't ever surrender	
Video 9: Unfair detainment	Low	Anybody out there? This isn't right. Just tell me what I did, please. Somebody just...	
Video 10: The right to trial	Low	Next case, (has been) charged, charges, guilty	The people vs... your honour
Video 11: Always innocent till proven guilty		Steal, criminal, witnesses	Chill out, homie

Video 11: Right to privacy	Low		Drop(ped)
Video 12: Freedom to move	Medium	Defy, boundaries	conditionals
Video 14: The right to seek a safe place to live	Medium	Flee, safe **Visual and written words	seek
Video 15: Right to a nationality	Low	Many nationalities (Italian, British Chinese, Korean...) mankind	
Video 16: Marriage and family	Medium		Kiss(ed), Grab(bed), Queen, King, kneel(ed) down, propose(d)
Video 17: Right to own your things	Low	Only visual	
Video 18: Freedom of thought	Medium	Believe, Peace	Toothfairy
Video 19: Freedom of expression	Low	Only visual	
Video 20: Right to Public Assembly	Low	Only visual Song: freedom	
Video 21: Right to Democracy	Medium	Mostly visual. No key words.	I have something to say
Video 22: Social Security	Low	Only visual, can see the words: social security Support, get hurt, get sick, get old.	
Video 23: Worker's rights	Medium	No key words	mistake
Video 24: Right to play	Low	Only visual	
Video 25: Food and shelter for all	Difficult	Appalling, levels of poverty, denied, basic standards (of food and water)	According to estimates, earn less than

(selected video)			
Video 26: Right to Education	Difficult	No key words	Brand new, pick up, annoying, wicked castle of doom
Video 27: Copyright	Medium	No key words	Rip off, prove it, pirated
Video 28: A fair and free world	Medium	World, fair and free, afraid, freedom to live, to learn and to play	Please, be afraid, rainbows and bunnies, dummies, be yourself, hopefully
Video 29: Responsibility (Selected video)	Medium	<i>Read all the rights.</i> Your rights: (We are all) free and equal, (don't) discriminate, (you have the) right to life, live in freedom and safety, right to education, to your own things, right to social security, the right to play, right to democracy, have the right to asylum, to take responsibility, no one can take these rights and freedoms away from you. You have the right to know.	
Video 30: NO one can take away your human rights (selected video)	Medium	Compilation of all the rights: Belong, human rights, no matter, violate	Permission, pretend (they don't exist)

Appendix F: Transcriptions for Tests

PRE-TEST TRANSCRIPTION

1. Each one of us, **no matter** who we are or where we are **born** (14 WORDS)
2. Is **entitled to** the same basic **rights** and **freedoms**. (9 WORDS)
3. **Universal human rights** emerged from the ruins of **World War II** with the creation of the **United Nations**. (18 WORDS)
4. In 1948 the **UN General Assembly** (6 WORDS)
5. **Adopted The Universal Declaration of Human Rights** (7 WORDS)
6. **The Declaration** is based on the **principle** that (8 WORDS)
7. **All human beings** are **born free** and **equal** in **dignity** and **rights**. (12 WORDS)
8. The principle of non-discrimination (4 WORDS)
9. And the **right to life** and **liberty**. (7 WORDS)
10. It refers to negative **freedoms** (5 WORDS)
11. Like **the freedom** from **torture** or **slavery** (7 WORDS)
12. Such as the **freedom** of movement and residence (8 WORDS)
13. Basic **civil** and **political rights** (5 WORDS)
14. Such as **freedom of expression, religion** or **peaceful assembly** (9 WORDS)
15. As well as **social, economic** and **cultural rights** (8 WORDS)
16. Such as **the right to education** and the **right to freely choose** one's occupation (14 WORDS)
17. And **be paid** and **treated fairly**. (6 WORDS)
18. Insisting on their **universality, indivisibility** and **interdependence**. (7 WORDS)

POST-TEST TRANSCRIPTION

1. **All human beings are born free and equal in dignity and rights** (12 WORDS)
2. Everyone was recovering from **WORLD WAR II** (7 WORDS)
3. **The Universal Declaration of Human Rights** (6 WORDS)
4. It was **adopted** by **the UN General Assembly** (8 WORDS)
5. The **rights** you are **entitled to** simply because you are a **human being**. (8 WORDS)
6. Everyone benefits from them from birth. (6 WORDS)
7. In The Declaration's 30 articles (5 WORDS)
8. There are the civil and **political liberties** (7 WORDS)
9. The **right to life, the right to vote, freedom of expression** (11 WORDS)
10. Or the prohibition of **slavery and torture**. (7 WORDS)
11. **Rights** are **interdependent, indivisible and interrelated**. (6 WORDS)
12. if a **right** is not respected, a series of other rights won't be either. (14 WORDS)
13. **Violation** of the **right** to adequate housing (7 WORDS)
14. Violation of the **right** to rest, **the right to education**, the **right** to work, etc. (15 WORDS)
15. These are **economic, social and cultural rights**. (7 WORDS)
16. Protest against injustices. (10 WORDS)

Appendix G: Survey on the learning unit and teaching practice assessment

VALORACIÓN DE LA UNIDAD DIDÁCTICA

Por favor, responde a estas preguntas con sinceridad. El cuestionario es totalmente anónimo. Se pide tu opinión para poder mejorar tanto la unidad como la actuación docente. Gracias por tu colaboración.

*Obligatorio

1. ¿Qué tipo de actividad has realizado? *

Marca solo un óvalo.

- Subtitulación
- Fichas de actividades sobre los videos

2. El nivel de las actividades me ha parecido el adecuado de acuerdo con mis conocimientos previos de inglés.

Marca solo un óvalo.

	1	2	3	4	5	
poco adecuado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy adecuado

3. El contenido de las actividades me ha parecido adecuado para mi edad y curso académico

Marca solo un óvalo.

	1	2	3	4	5	
poco adecuado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy adecuado

4. Me gustaría repetir este tipo de actividad en otras unidades

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

5. ¿Qué actividad te ha resultado más motivadora? ¿Cambiarías algo?

6. ¿Qué actividad te ha resultado menos motivadora? ¿Por qué? ¿Cómo la mejorarías?

7. ¿Qué actividad te ha resultado más útil para el aprendizaje del inglés?

8. Indica del 1 al 4 qué destreza consideras que has practicado más en la unidad. (1 = la que más ; 4= la que menos). Selecciona una opción por cada fila y por cada columna. *

Selecciona todas las que correspondan.

	Comprensión oral (listening)	Expresión escrita (writing)	Comprensión escrita (reading)	Expresión oral (speaking)
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Valoración de la actuación docente

Ahora responde a las siguientes cuestiones referentes al modo de impartir las clases

9. Las clases estaban bien preparadas

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

10. Las explicaciones han sido claras

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

11. Se fomenta la participación de los alumnos

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

12. El modo de impartir las clases resulta motivadora

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

13. La atención y trato hacia l@s alumn@s ha sido adecuado

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

14. La profesora ha resuelto mis dudas en todo momento

Marca solo un óvalo.

	1	2	3	4	5	
muy en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	muy de acuerdo

15. La profesora relaciona nuevos conceptos con otros familiares

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. ¿Qué valoración general darías a las clases recibidas por la profesora en prácticas?

Marca solo un óvalo.

	1	2	3	4	5	6	7	8	9	10	
mala	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	buena

Appendix H:

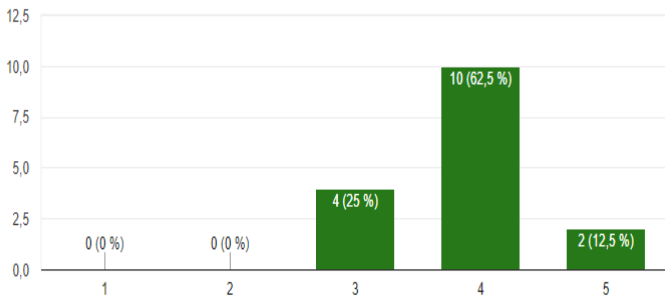
Survey results

Results obtained regarding the learning unit

Q.2 I consider the level of the activities appropriate according to my previous knowledge.

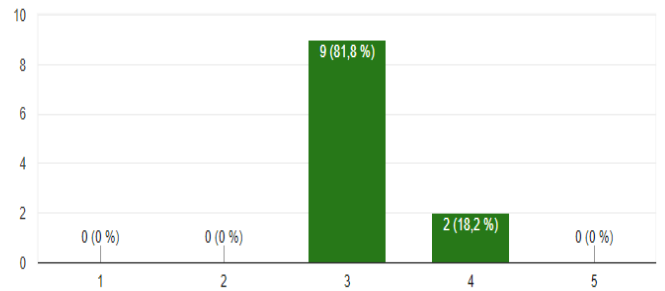
El nivel de las actividades me ha parecido el adecuado de acuerdo con mis conocimientos previos de inglés.

16 respuestas



El nivel de las actividades me ha parecido el adecuado de acuerdo con mis conocimientos previos de inglés.

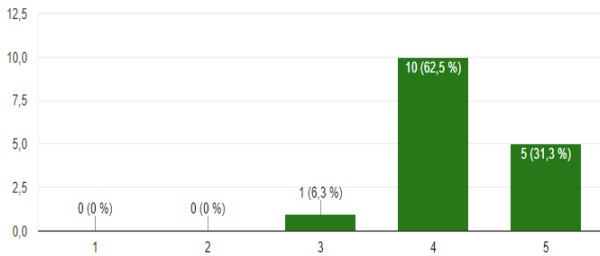
11 respuestas



Q.3 I consider the content of the activities appropriate for my age and academic year.

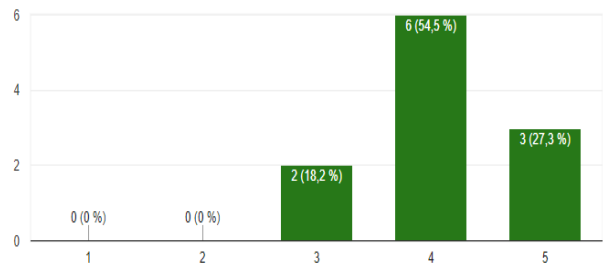
El contenido de las actividades me ha parecido adecuado para mi edad y curso académico

16 respuestas



El contenido de las actividades me ha parecido adecuado para mi edad y curso académico

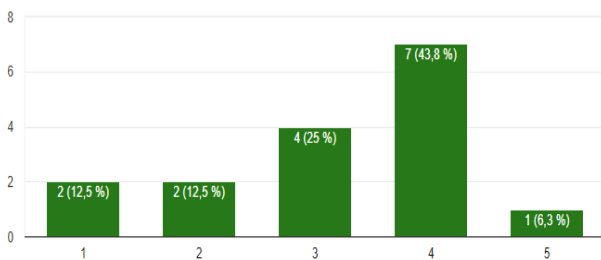
11 respuestas



Q.4 I would like to repeat this activity in other units.

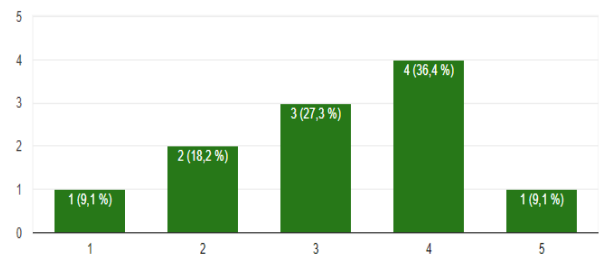
Me gustaría repetir este tipo de actividad en otras unidades

16 respuestas



Me gustaría repetir este tipo de actividad en otras unidades

11 respuestas



Q.5 Which activity did you find more motivating? Would you change anything?

Subtitling group:

Ninguna. Cambiaría el tema porque me ha parecido aburrido.

Los vídeos y la canción en clase

Escuchar y después subtitular. No cambiaría nada.

Subtitulación. No.

El subtitling porque me he dado cuenta de que sé más de lo que pensaba.

La subtitulación y las hojas de clase

Aprender a subtitular bien. La única pega es que los ordenadores no funcionan bien.

Ver los vídeos

Ninguna

El de subtitular

El de subtitular. Es difícil pero satisfactorio cuando ves que lo que escribiste es justo lo que se oye en el vídeo. Los vídeos son algo difíciles por el acento de los que hablan. Me gustaría que fueran vídeos con un inglés americano estándar que, para mí, es más fácil de entender que el británico.

Los subtítulos

Subtitular

Me ha gustado sobre todo la parte en clase con las fichas ya que hacíamos vocabulario y participábamos más

La actividad que más motivadora me ha parecido ha sido la de ver los vídeos

Listening group:

Pues analizar las canciones, la letra y tal. No cambiaría nada.

Los vídeos sobre los derechos

No sé. Nada

No sé. No nada.

Lo que más me ha gustado han sido los vídeos

Las actividades del vídeo. No cambiaría nada.

Intentar saber lo que dice el vídeo

El trabajo en el ordenador

La actividad de hacer fichas sobre vídeos

Q.6 Which activity did you find the least motivating? Why? How would you improve it?

Subtitling group:

Ninguna (3)

Todas, porque me han parecido aburridas la mayoría. Haciendo un tema más divertido.

La actividad de los subtítulos

Hacer los pre-tests y post-test porque no puedo repetirlo las veces que quiera

Los listening y actividades de clase, eran muy pesados.

Los listening porque iban muy rápidos.

Subtitular. Ha sido la primera vez que lo hago; no es que haya sido una mala experiencia pero ha costado.

Las hojas del principio.

El reading porque era leer y responder las preguntas y eso lo hacemos en clase todos los días

La de las hojas sobre el vídeo de Freedom (las niñas bailando)

Ninguna. Creo que todas han estado acorde a nuestro nivel.

La subtitulación es una muy buena idea pero fuera de la mala calidad de el audio y lo repetitivo que se hacía, si se plantease bien, y con un tema más versátil o con otras fuentes sería una actividad mejor. Elegiría vídeos más actuales de mayor calidad y no unitemáticos.

La que menos motivadora me ha parecido ha sido la de hacer las frases en condicional

Listening group:

Las fichas porque son un rollo y lo mejor hacer actividades por ejemplo en una pizarra digital para que toda la clase lo siga

La actividad donde teníamos que poner las palabras que entendíamos

No sé.

No sé

Trabajar en grupo, porque al final la que trabaja soy yo. No se puede mejorar.

Las condicionales y el artículo de Beyonce porque no me gusta. Cambiando el tema.

Hacer las condicionales y las primeras fichas. Cambiaría el tema sobre lo que trabajamos.

La de ver vídeos en clase era un poco aburrido

Q.7 Which activity did you find more useful for learning English?

Subtitling group:

Subtitular

Los vídeos en clase

Escuchar y subtitular

Los test que no cuentan para nota.

Subtitling

La subtitulación

Listening

Todas

Escuchar el inglés de los vídeos

El de subtitular

La de subtitular

Escuchar los vídeos y subtitular

Los subtítulos

Las fichas de clase

La de leer la constitución

Listening group:

No se

La actividad por las palabras

La actividad de escuchar, con las frases

El listening

Los subtítulos

Los vídeos de subtitular

Cuando veíamos los vídeos en clase

Las escuchas o los subtítulos

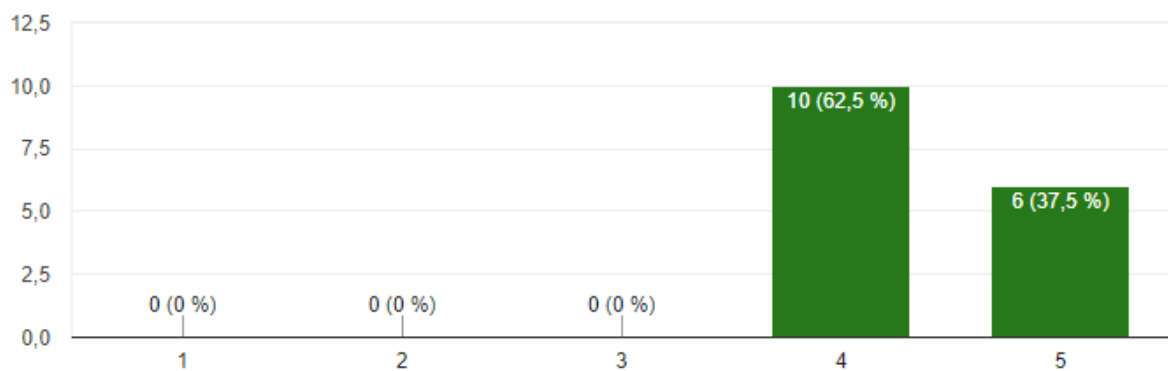
Results obtained regarding the student-teacher performance

Q.9 The lessons are well prepared

Subtitling group:

Las clases estaban bien preparadas

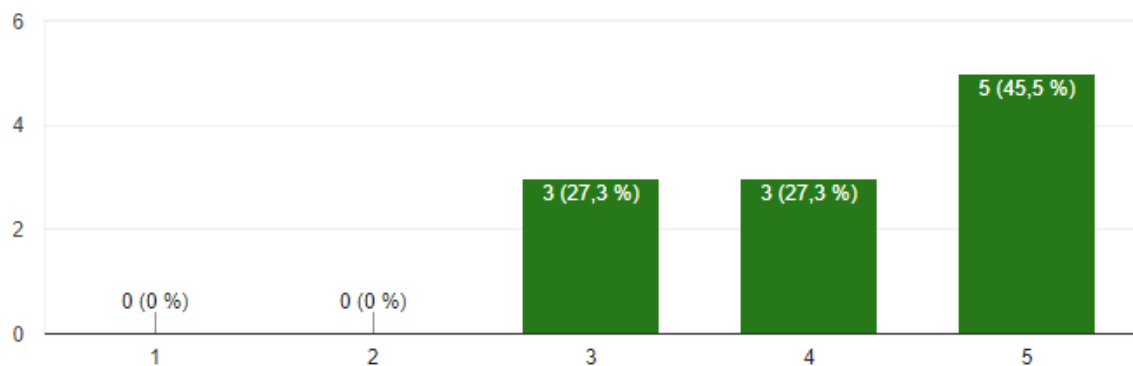
16 respuestas



Listening group:

Las clases estaban bien preparadas

11 respuestas

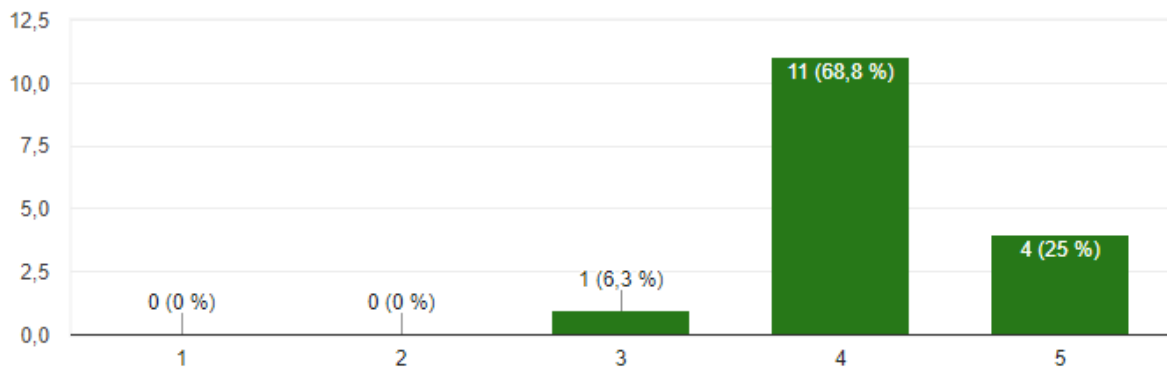


Q.10 Explanations were clear.

Subtitling group:

Las explicaciones han sido claras

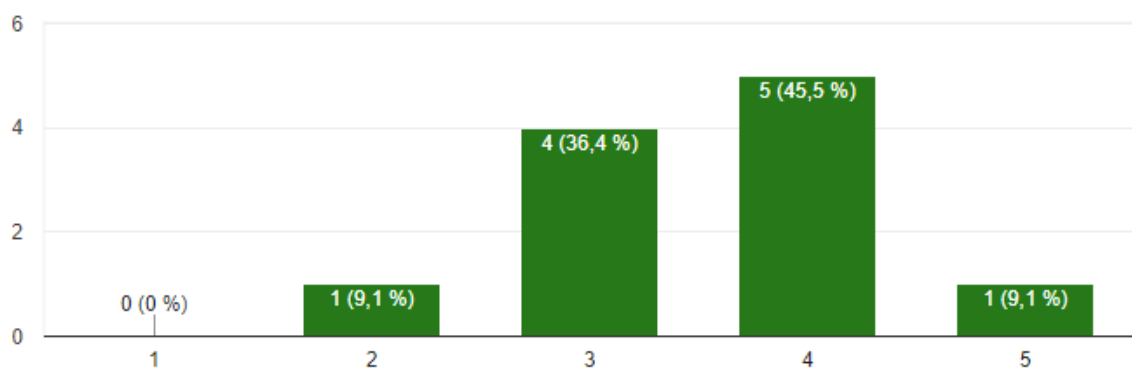
16 respuestas



Listening group:

Las explicaciones han sido claras

11 respuestas

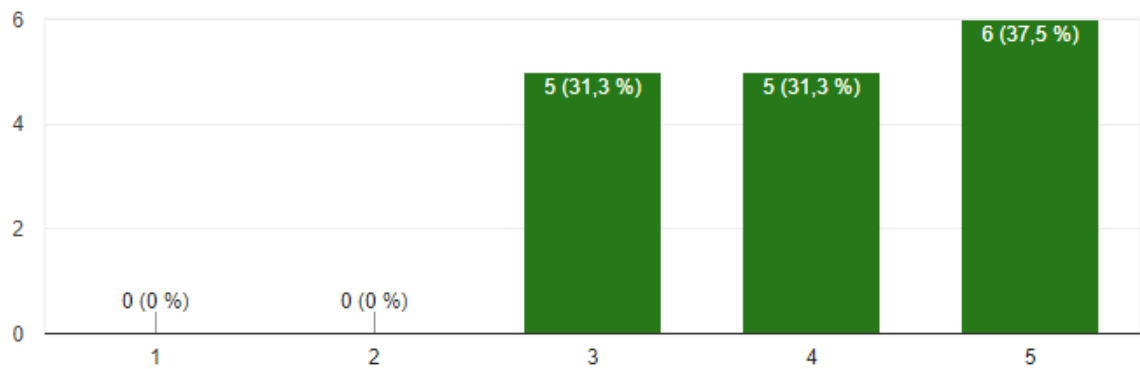


Q.11 Student participation is encouraged.

Subtitling group:

Se fomenta la participación de los alumnos

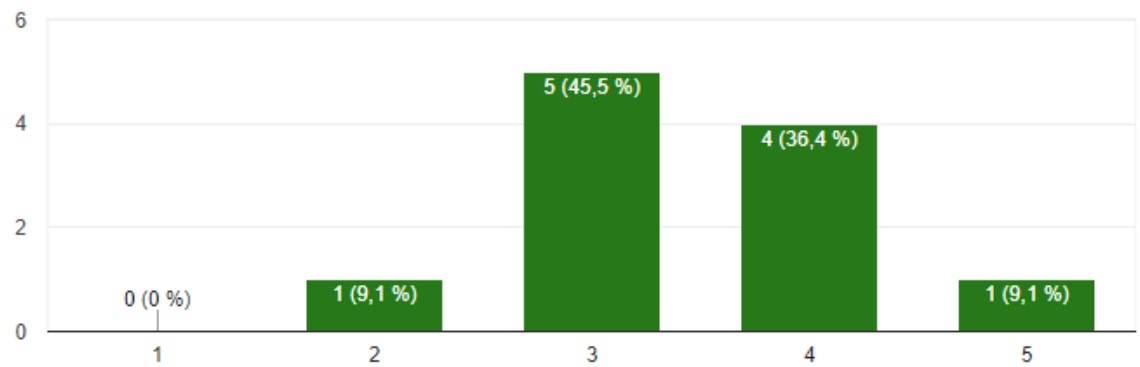
16 respuestas



Listening group:

Se fomenta la participación de los alumnos

11 respuestas

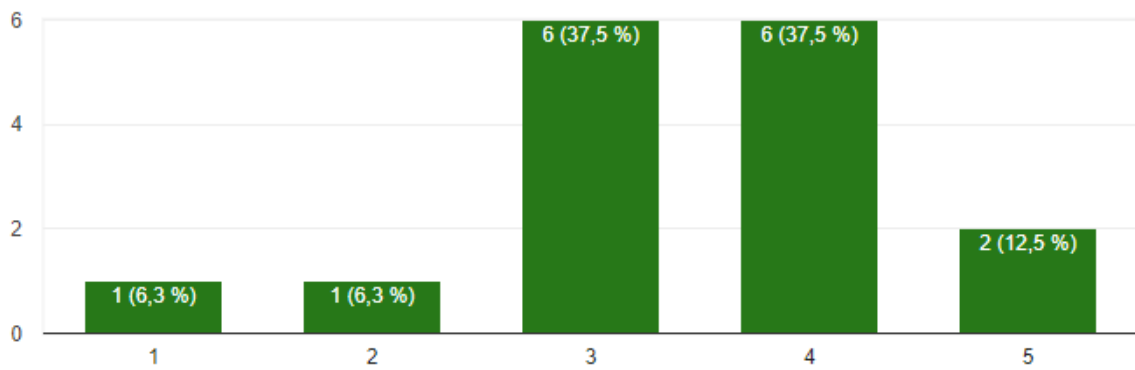


Q.12 The teacher's way of delivering the lesson is motivating.

Subtitling group:

El modo de impartir las clases resulta motivadora

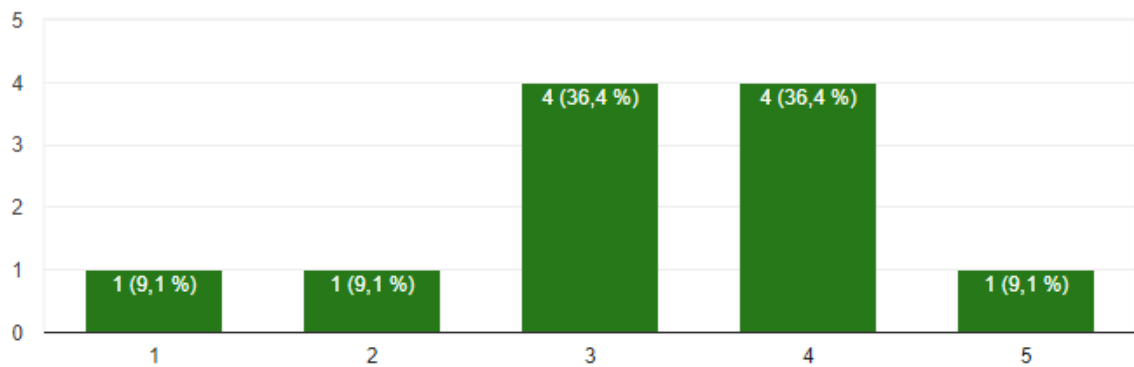
16 respuestas



Listening group:

El modo de impartir las clases resulta motivadora

11 respuestas

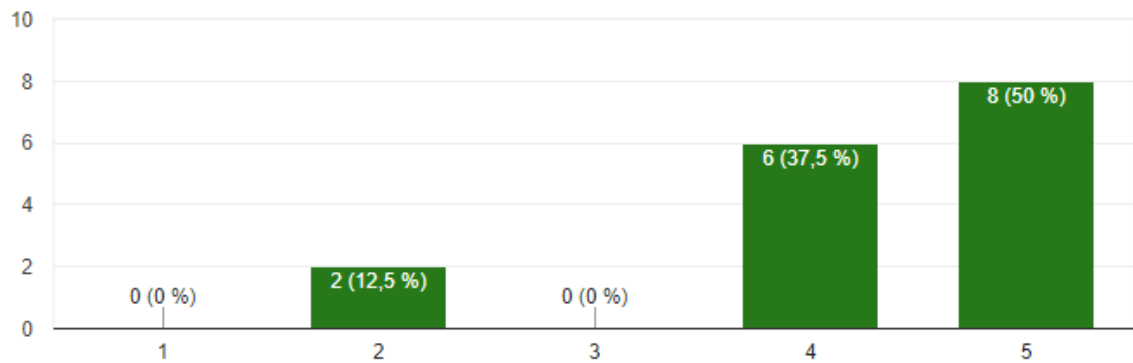


Q.13 The attention and treatment toward the students was appropriate.

Subtitling group:

La atención y trato hacia l@s alumn@s ha sido adecuado

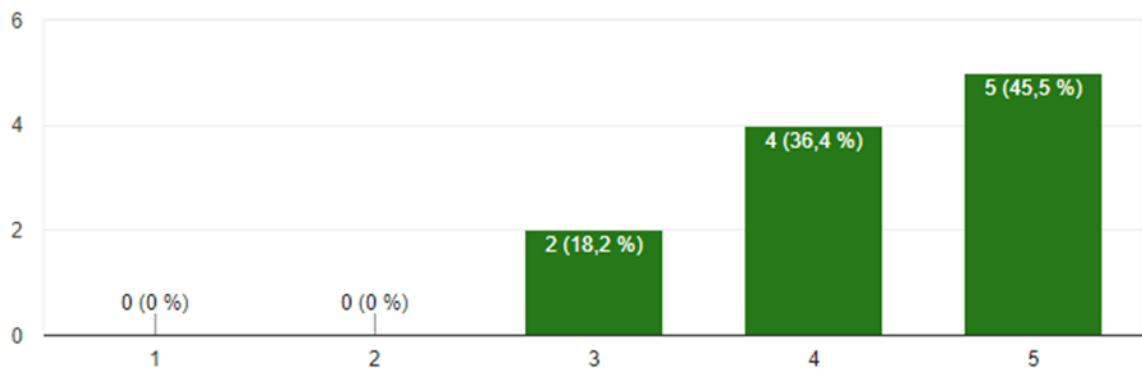
16 respuestas



Listening group:

La atención y trato hacia l@s alumn@s ha sido adecuado

11 respuestas

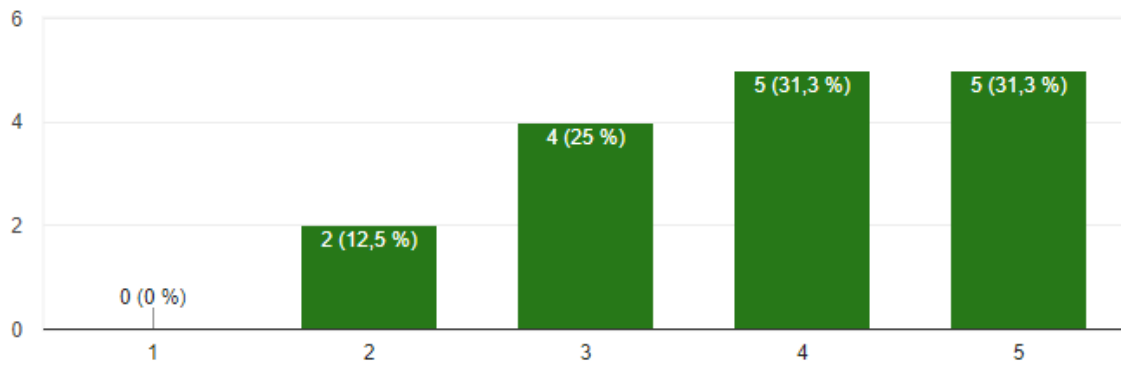


Q. 14 The teacher has solved my doubts every time I needed.

Subtitling group:

La profesora ha resuelto mis dudas en todo momento

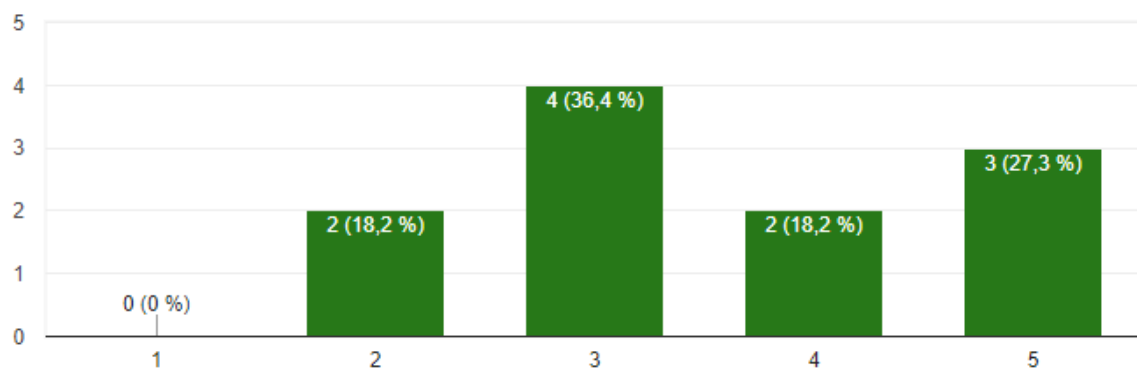
16 respuestas



Listening group:

La profesora ha resuelto mis dudas en todo momento

11 respuestas

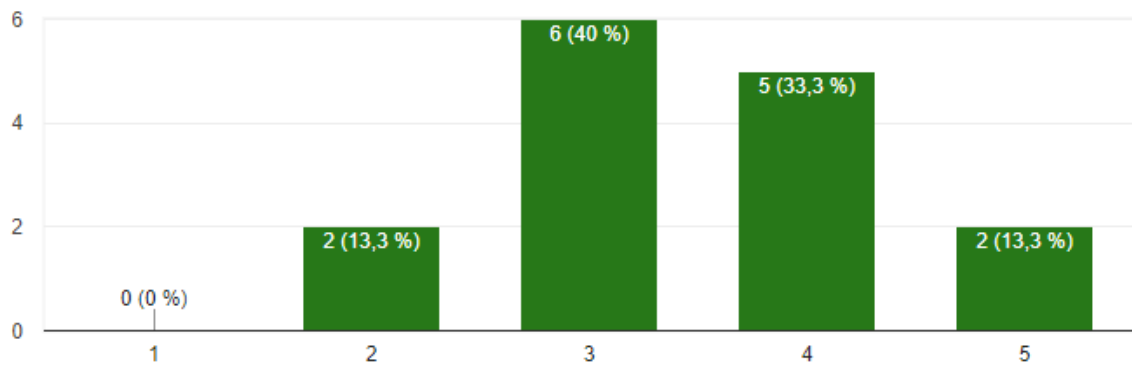


Q. 15 The teacher links familiar concepts with new concepts.

Subtitling group:

La profesora relaciona nuevos conceptos con otros familiares

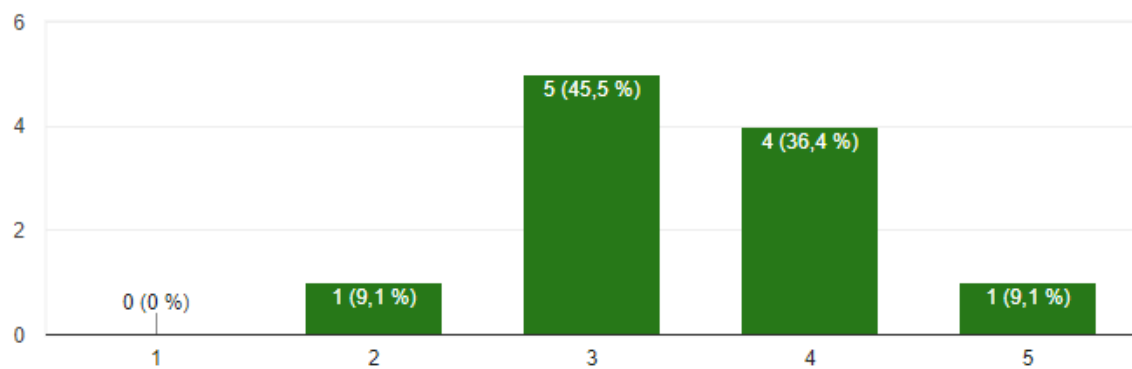
15 respuestas



Listening group:

La profesora relaciona nuevos conceptos con otros familiares

11 respuestas

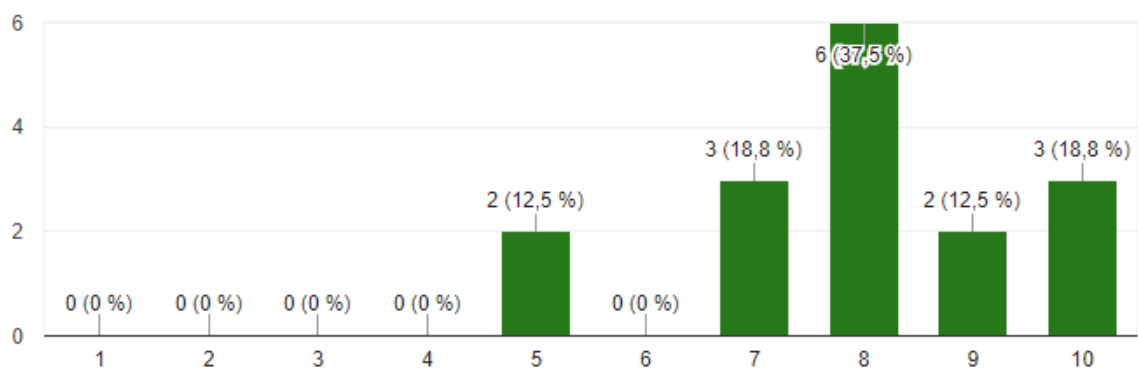


Q. 16 What overall grade would you give to the lessons received by the student-teacher?

Subtitling group:

¿Qué valoración general darías a las clases recibidas por la profesora en prácticas?

16 respuestas



Listening group:

¿Qué valoración general darías a las clases recibidas por la profesora en prácticas?

11 respuestas

